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ABSTRACT

Designed for use by institutions at the postsecondary level, this program evaluation package contains instructions for planning and implementing an evaluation program, instruments for obtaining information from key sources, and procedures for their use. Covered in the individual chapters are the following topics: an overview of evaluation materials, utilization, instrumentation and interviewing, consultative team evaluations, advisory committee perceptions, administrative and supervisory personnel perceptions, instructor perceptions, current student perceptions, followup with students and employers, cost analysis evaluation, and preparing and reporting evaluation results. Each chapter that deals with sources of evaluation information includes subsections devoted to goals and objectives, procedures for administration, procedures for data analysis, and model instruments and documents. Appended to the package is an annotated bibliography of works dealing with postsecondary program evaluation. (MN)

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RESEARCH AND DEVELOPMENT SERIES NO. 222

POSTSECONDARY PROGRAM EVALUATION

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1960 Kenny Road
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June 1981

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FOREWORD

This program evaluation package represents an important scope of work undertaken by seven member colleges of the National Postsecondary Alliance. The evaluation material herein has as its purpose program improvement. It is designed for use by institutions at the postsecondary level. It provides community and technical colleges with instructions for planning and implementing an evaluation program within their institutions, instruments for obtaining information from key sources, and procedures for their use. A final section deals with preparing and reporting evaluation results.

The contributions of the representatives of the seven participating Alliance colleges in reviewing the material are greatly appreciated. These persons are Dr. Joseph M. Keller, Brevard Community College; Mr. David Pipes, Caldwell Community College; Dr. Leon Jones, Midlands Area Technical College; Dr. Lillian Greathouse, School of Technical Careers at Southern Illinois University; Mrs. Mary Jolley, Trident Technical College; and Dr. Dee Martin, Utah Technical College in Provo.

Appreciation is also expressed to Catharine Warmbrod, Program Evaluation Project Director; Jon Persavich, Graduate Research Associate; and Ann Nunez, Research Specialist who served as a consulting editor. Final edit was done by Brenda Sessley in the Field Services Division. Their contributions to the project are reflected in this book.

Robert E. Taylor
Executive Director

EXECUTIVE SUMMARY

This book was prepared to present an evaluation package that can be utilized to evaluate postsecondary occupational education programs at the local level. These materials are designed to gather information from the following sources: consultative teams, advisory committees, administrative and supervisory personnel, instructors, students and employers. Each chapter that deals with these sources of information contains the following subsections: Goals and Objectives--defines potential outcomes of that particular aspect of the evaluation process; Procedures for Administration--provides a suggested step-by-step sequencing of the tasks leading to the accomplishment of the objective; Procedures for Data Analysis--presents a suggested method for organizing the information gained into valuable data; Model Instruments and Documents--contains sample instruments and documents that have been developed and field tested. Two additional chapters, one dealing with cost analysis of occupational education programs and another with preparing and reporting evaluation results, are also presented.

CHAPTER ONE

INTRODUCTION

Evaluation of educational programs is essential to determine their worth and to provide for their continued improvement and effectiveness. Although postsecondary institutions gather much data to meet state and federal evaluation requirements, there has been a need for an evaluation system designed for use at the postsecondary institutional level.

To meet this need, seven member colleges of the National Postsecondary Alliance sponsored a project to survey existing material and to select from this the best and most appropriate material for their use. This book contains that material, providing a system, implementation procedures, instruments, and instructions. Users are encouraged to further adapt and modify the materials to their particular institution.

The word evaluation has many different meanings depending upon the need it is designed to meet and whether the focus is formative or summative, process or product. The working definition used here is as presented by Wentling (1980). He defines evaluation as:

> The collection of information and judgments to facilitate planning, to aid in the improvement of programs, and to meet accountability demands.

Wentling (1980) further identifies five outcomes of evaluation that are significant to the postsecondary institution. They are planning, decision making, professional development, program improvement, and accountability.

1. Planning

   Evaluative information that provides measures of resources, limitations, and possibilities is essential in establishing and assessing objectives and is useful in planning. Such data can help instructors determine the worth of an existing scheme or plan by revealing its reasonableness and goal achievement level.

2. Decision Making

   Decisions, regardless of their magnitude, must be based on a certain amount of information. Decisions regarding assignment of personnel to programs; selection of students; program changes, additions or deletions; and those regarding the selection of alternative proposals may all require some justification. One manner of arriving at defensible decisions is to gather objective evidence that support the decided action. Decisions based on intuition alone are often difficult to justify whereas those based on evaluative information, are often more defensible and justifiable to program staff, the administration, and the underwriters of public or private instructional programs. Evaluation information not only aids in decision making but in decision justification.

3. Professional Development

Evaluation can benefit instructional or ancillary personnel. A comprehensive evaluation system that identifies deficiencies and strengths in personnel performance will be helpful in promoting desired behavioral changes. Many times the evaluation of faculty is conducted only to bestow tenure and promotions or to meet governing board mandates. However, staff performance is probably the most important contributor to the success of a program, and evaluation is invaluable to the improvement of this critical element. Not only will evaluation work to upgrade evaluated staff, but staff members who are involved in the evaluation and its procedures will gain a measure of evaluative expertise to help them plan and evaluate their own activities. In this respect, participation in evaluation is viewed as a professional development activity.

4. Program Improvement

Evaluation of programs will nearly always contribute to better service for students, if the evaluation offers both value judgments regarding what is happening within the program and consultative suggestions for program improvement. The improvement of programs and offerings is the most important goal that evaluation can assume. To supply information for planning and decision making and to assess the current program the evaluation activities should identify the actions, components, or characteristics that promoted desired or undesired outcomes. Once program deficiencies have been identified, corrective action may be taken. Processes or components that have been found to contribute to a program's success may be adapted to other programs or to other portions of the same program.

5. Accountability

Both the private and public sectors demand evidence that current educational programming outcomes are worth their investment. Just as Wall Street brokers assess a return on their investments, the taxpayers and the stockholders evaluate their investment in public and private education.

Educational accountability requires a presentation of program results (e.g., placement of students in jobs, achievement scores, increased sales, more effective management) in relation to incurred costs and established objectives. From an internal perspective these accountability measures can aid program managers and administrators by helping to justify their decisions regarding the expansion, deletion, or revision of existing programs. A well-conceived evaluation program or system within an education or training institution helps meet this accountability requirement.

CHAPTER TWO

THE EVALUATION MATERIALS: AN OVERVIEW

The evaluation materials presented in this document are patterned after and contain sections taken directly from Project LEAP (Local Educational Assessment Program) which was developed at a postsecondary institution, the Athens Area Vocational-Technical School. Project LEAP was funded by the Georgia Department of Education, to provide institutions with a mechanism for improving the educational process for the institution, the programs, and the individuals involved.

The evaluation materials presented here are intended to be:

- "comprehensive"--encompassing perceptions from all segments of the educational community;
- "cyclic"--allowing for continuous assessment of needs and continuous growth activities;
- "valid"--one that was based on the modification of proven assessment instruments and techniques;
- "usable"--exportable and implementable by current staff;
- "useful"--meeting the accountability requirements of federal, state, and local demands--and providing institutions a mechanism for improving the educational process for the institution, the programs, and the individuals.

In using these evaluation materials, information may be gathered from one or more of the following primary sources: consultative teams, advisory committees, administrative and supervisory personnel, students and employers, and instructors. Each primary source is the focus of an individual chapter within this document. These particular information-gathering chapters are internally organized into the following four sections:

1. Goals and Objectives--defines potential outcomes of that particular aspect of the educational process.
2. Procedures for Administration--provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives.
3. Procedures for Data Analysis--presents a suggested method for organizing the information into usable data.

4. Model Instruments and Documents--contain copies of instruments and documents that have been developed and field tested.

Additional chapters are given to utilization of the materials, instrumentation and interviewing, cost-analysis evaluation, and finally preparing and reporting evaluation results.

All materials are designed to assist the local institution in organizing and delivering an evaluation method that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs.

CHAPTER THREE

UTILIZATION

Faculty and Staff Involvement

The following are key factors to the success of the evaluation process:

1. The purpose of the evaluation must be emphasized. This material is designed to allow all staff to participate in activities that are of direct benefit to them and their students. It does not exist to evaluate teacher performance relative to job tenure or promotion.
2. Staff commitment to using the model and their understanding of the procedures and responsiblities involved in the total process are necessary.
3. It is essential that faculty be represented in all planning committees related to the program. Faculty should participate in the selection of external evaluators, in scheduling, in modifying or developing instruments, and, most importantly, in identifying needs.

Only by full participation and open communication can an evaluation program develop the idea that "we" are doing this. The process of faculty orientation and involvement cannot be overemphasized.

Some suggested avenues for faculty and staff orientation are as follows:

- o Through inservice meetings
- o Through general faculty meetings
- o Through divisional or departmental meetings
- o Through individual conferences

Local Needs

These materials are designed to apply to a broad range of vocational-technical institutions. Prior to the implementation of any segment of this material, a faculty-administrative committee should review all components, including objectives, procedures, sample documents, and instruments and should make appropriate modifications.

Local Organization and Data Flow

Local personnel responsibilities must be defined by each institution when adapting and implementing this or other assessment-development materials. The Data Flow Chart depicts assessment phases (Sample Document 1).

In phase one, Needs Assessment, an individual, identified as the institutional representative, should be assigned to coordinate the assessment process for each data source. In a second functional phase, Data Analysis and Synthesis, one person is assigned the responsibility of receiving, organizing, and maintaining data in a format that relates to an individual or an instructional program. A second person should be assigned accordingly for those institutional needs that are identified. The third phase, Personnel, must set priority needs, develop improvement plans, implement those plans, and evaluate the results. Personnel consists of instructional supervisors and their instructional staff or the institutional director/designate and appropriate staff.

Although institutional representatives are selected to implement each information gathering phase of the evaluation effort, an evaluation coordinator should be selected to coordinate the comprehensive institutional effort. This person would oversee the project and be available to the institutional representatives for guidance. The evaluation coordinator's responsibilities would include seeing that each activity is conducted at the appropriate time, that the flow of information is appropriate, and that activities are conducted in a manner consistent with the objectives of the program. In essence, the evaluation coordinator would have the responsibility of assuring that the total evaluation is properly conducted.

Component Utilization

The materials presented in this document are designed so that selected chapters may be used individually or in unison with the total system. Many times, rather than conducting a comprehensive needs assessment, supervisors or administrators identify specific operational needs or have "hunches" regarding potential or existing problems they wish to assess. In cases such as these, specific components of the assessment design can be selected to verify or identify the same.

Logical sequencing dictates that certain components be used at certain times. For example, annual follow-up activities should be designed to occur after graduation; student perceptions should not be assessed during students' first week of attendance. The Calendar of Events (Sample Document 2) provides a suggested schedule for implementation of an evaluation process.

Data Assimilation

It is imperative that the local institution define a specific procedure for the assimilation of data. All institutions constantly generate usable data but few have an organized system that allows data to be pulled together and used for planning or improvement practices.

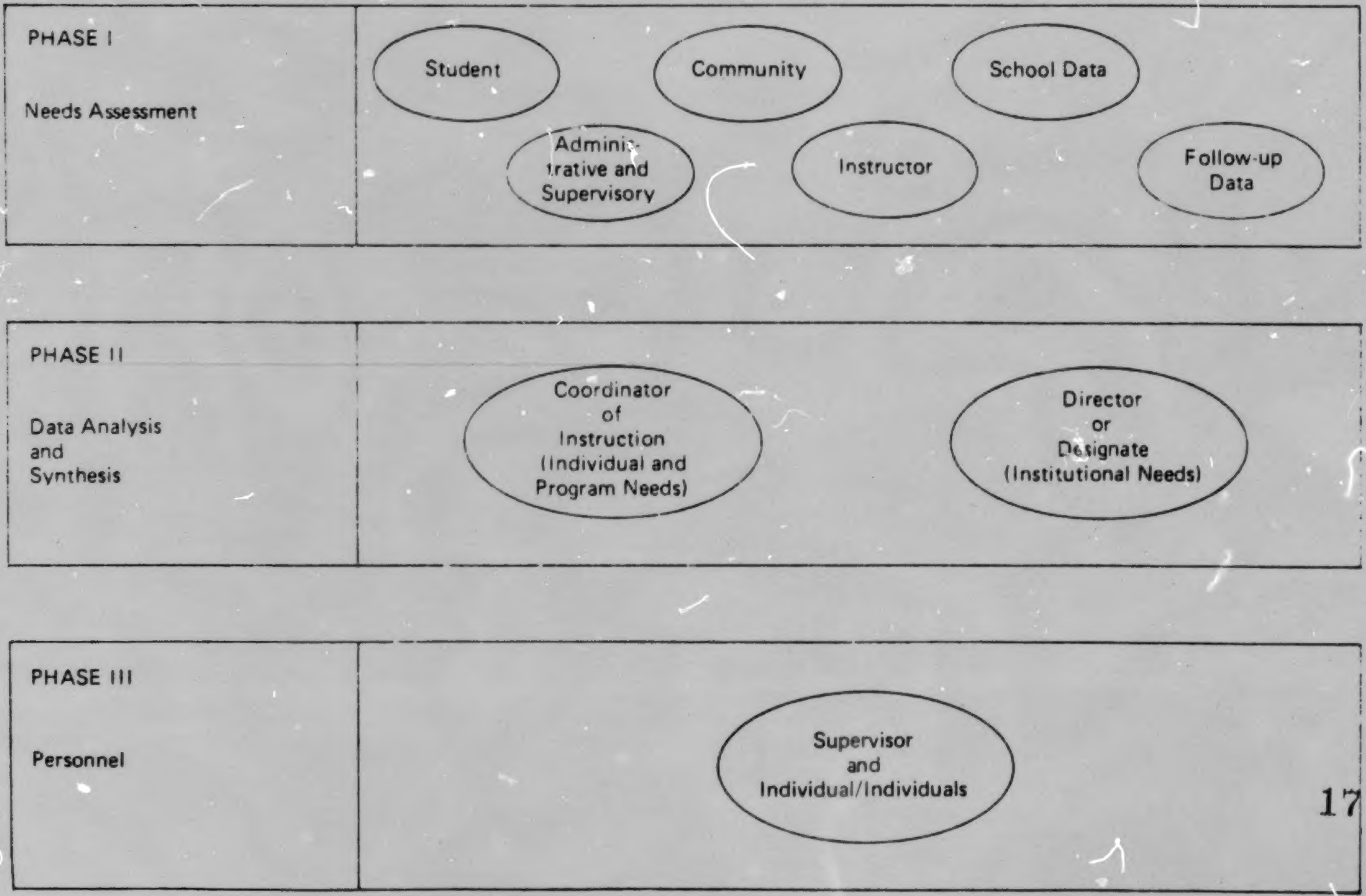
Staff and Program Development

Early in the evaluation process it must be recognized that improvement is the primary goal. One should not let assessment become the primary goal. Assessment is important, but only to identify needed improvements.

Improvement activities should be focused on those needs contained on the appropriate Needs Analysis Profile. Both the improvement activities and the evaluative criteria used to judge successful completion of the improvement activity should be based on mutual agreement between the individual responsible for the activity and the immediate supervisor. The important point is that through a cooperative effort, the institution improves, the program improves, the individual improves, and the students benefit.

Sample Document 1

DATA FLOW CHART


PHASE I
Needs Assessment
Student
Community
School Data
Administrative and Supervisory
Instructor
Follow-up Data
PHASE II
Data Analysis and Synthesis
Coordinator of Instruction (Individual and Program Needs)
Director or Designate (Institutional Needs)
PHASE III
Personnel
Supervisor and Individual/Individuals

Sample Document 2

CALENDAR OF EVENTS
for Implementation of
EVALUATION

ACTIVITY	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
1. Consultative Evaluation Teams	X	X										
2. Student Perceptions				X								
3. Instructor Perceptions					X							
4. Administrative and Supervisory Perceptions						X						
5. Accumulate Extant School Data						X						
6. Cost Analysis							X					
7. Analyze and Synthesize Data							X	X				
8. Needs prioritized and objectives established							X	X				
9. Develop Improved Contracts							X	X				
10. Improvement Activities Begin										X	X	
11. Follow-up Activities	X	X	X	X	X	X	X	X	X	X	X	X
12. Evaluate Improvement Activities											X	X

CHAPTER FOUR

INSTRUMENTATION AND INTERVIEWING

Appearance and Design of Instruments

Wentling (1980) gives suggestions for developing and modifying evaluation instruments. To attract and hold attention, instruments must be visually appealing, readily understandable, and easily completed. Research has shown that the following factors affect the return rate of mailed questionnaires:

1. Appearance of the instruments

   a. Attractive design and typing of instrument are important.

   b. Good quality paper, preferably colored, should be used.

2. Design of the instruments

   a. The instrument should be brief and allow for easy completion.

   b. The directions should be concise, complete, and placed close to the items so that the respondent will not have to flip back and forth through the questionnaire. Set off directions with heavy, distinctive lettering.

   c. Questions with similar types of responses should be grouped together. For example, place questions with check-type responses together and written comments together.

   d. A deadline or desired return date should be given.

   e. The mailing address for returning the instrument should appear in plain sight.

   f. A stamped, addressed return envelope should be included.

   g. Sufficient space should be provided for responding to each question.

   h. The follow-up letter should be signed by someone held in high regard by the respondent.

   i. When second notices are mailed, send an additional questionnaire.

   j. For aid in tallying, instruments should have a rating scale if one can be appropriately applied.

k. The same rating scale should be used with similar instruments to keep the results valid and interpretable.

Principles of Interviewing

The following interviewing guidelines are cited in the "Locally Directed Evaluation--Illinois Office of Education" (Illinois Office of Education, 1976) and given as suggestions when applicable.

Interviewing is a basic assessment method. An interview is not just a conversation; it is, rather, a carefully thought out technique for finding out from respondents how things are and how people feel and think. The interview itself is not intended to change or influence the respondent. The interviewer, therefore, must be an understanding person, capable of accepting what the respondent says without judging or rejecting.

a. The respondent needs to see the interviewer as someone who is not a threat to his/her immediate or future well-being, nor to his/her self-esteem.

b. The respondent needs to see the evaluation itself as not posing a threat.

c. The respondent needs to understand, even in a limited way, the purpose of the evaluation, the reason for selection, and the necessity for cooperation.

d. The respondent needs to see the interview situation as a pleasant way of spending some time.

e. The respondent needs to feel, after the interview is completed, that it was a real opportunity for free expression on a particular subject.

To meet these needs of the respondent, the interviewer must be conscious of the style and the content of the interview. The following are suggested techniques that help to ensure a good interviewing relationship, as well as to obtain an accurate, unbiased interview:

a. Be friendly and informal but at the same time, professional.

b. Be a sympathetic, interested, and an attentive listener. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent or on the respondent's ideas about those subjects.

c. Be observant. Be alert to the respondent's manner of expression and use of gestures.

d. Last, but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

CHAPTER FIVE

CONSULTATIVE TEAM EVALUATION

This chapter is divided into four sections and provides a methodology for the evaluation of occupational programs by persons external to the educational institution. The sections are Goals and Objectives, Procedures for Administration, Procedures for Data Analysis, and Listing of Sample Documents. Implementation phases, previsit, visit and post visit are listed under Procedures for Administration. Sample documents and instruments used in gathering the evaluative data are included.

Goals and Objectives

Goal

To have occupational programs evaluated by appropriate persons external to the educational institution.

Objectives

The following are objectives of consultative team evaluation:

1. To provide data for valid program development activities
2. To identify needed curriculum improvements
3. To identify needed changes or modifications in physical facilities
4. To identify instructional equipment needs
5. To identify needs in the learning resources area
6. To provide data relative to decisions in expenditure of funds
7. To compare business and industrial standards with institutional and occupational program standards
8. Inform, involve, and utilize expertise of representatives from related business and industry
9. Inform business and industry about the institution and the occupational program
10. Improve job placement opportunities for students
11. Identify future occupational trends
12. Identify any existence of sex bias
13. Identify unmet needs of disadvantaged and handicapped students

Procedures For Administration

Selecting the Institutional Representative

Prior to the commencement of any evaluation activities, the institution should designate an institutional representative to be in charge of administration of this component. It is recommended that the institutional representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

Determining the Composition of the Team

To ensure that the institution's instructional program is current and in keeping with the occupational needs of the community, representatives from local business and industry are invited to participate in a consultative team evaluation for each occupational program. Local representatives who serve on a team should meet one or more of the following criteria:

- Familiarity with the philosophy, principles, and concepts of occupational education
- Current employment in the occupational area
- Service as an advisory member at the local level
- Knowledge of the requirements of the occupations for which training is being offered

The following two groups of individuals are proposed as possibilities for inclusion on an evaluation team:

1. Required Representation
    a. Specialists or experts presently working in the occupational field
    b. Employers of graduates
    c. Former Students or Graduates employed in the occupational field.
2. Recommended, But Not Required, Representation
    a Education and training professionals
    b. Interested citizens not covered by other categories
    c. Members of the governing board, general advisory boards, and craft advisory boards
    d. Members of the local chamber of commerce

The number of team members should be determined by the scope and focus of the evaluation. The institutional representative, in conjunction with the instructional coordinator of the program being evaluated, should make a judgment as to the size of the team necessary to accomplish the objectives of the study. Some considerations on the size of a team are number of faculty, number of students, and the amount of time to be devoted to the actual visit.

It is recommended that a new slate of team members be selected each time the institution undergoes a consultative team evaluation. This would avoid undue imposition upon the time and talents of any person and get new input each time from different team members.

Determining the Scope of the Evaluation

The scope of the consultative team evaluation will vary with different institutions. Some considerations when determining scope are (1) to keep the range of activities within limits of what the team could be expected to study, observe, and evaluate in the allotted time and (2) to ask the team only to study, observe, and evaluate areas in which the members would have expertise.

The following areas would be appropriate for the consultative team evaluation:

1. Physical Facilities: To include such factors as space adequacy, organization, light, heat, ventilation, noise level, and safety considerations
2. Instructional Program: To include course content selection, course sequencing, course emphasis, organization, relevancy, and departmental orientation programs
3. Equipment: To include such factors as appropriateness, quantity, and operational condition of the instructional equipment within the respective program
4. Supplies: To include quality, quantity, and availability of supplies essential for effective instruction
5. Instructional Materials: To include handouts, audiovisuals, reference materials, and other materials needed for effective instruction
6. Upgrade Training: To include the need for addition, deletion, or change of short-term upgrade courses currently offered by the institution, either through on-campus or extention services
7. Sex Bias and Racial Bias: To identify any existence of sex or racial bias in a program

8. Disadvantaged and Handicapped: To identify any unmet needs of disadvantaged and handicapped students

Previsit Preparation

The following duties are the responsibilities of and should be conducted by the persons indicated below:

1. Institutional Representative's Previsit Responsibilities

    a. Helps familiarize those involved in the evaluation process with the procedures and concepts of the evaluation and works toward a commitment from them.

    b. Emphasizes to those involved in the evaluation process that the team members are giving their time and expertise to help the institution and should be treated in a cordial and cooperative manner.

    c. Familiarizes himself/herself with the various manuals, forms, instruments, etc., and is available for any explanation to those who will be using these materials.

    d. Reviews with department chairperson and other local personnel the instruments and documents and makes changes or modifications based upon specific needs.

    e. Works with appropriate institutional personnel in arranging the date for the team visit.

    f. Mails to each team member a packet of materials that includes:

        (1) confirmation letter (Sample Document 1) with--

            - reporting time, date. and destination,
            - schedule;
            - parking provisions;
            - invitation to lunch (if appropriate);

        (2) list of duties for the team members (Sample Document 2);

        (3) sample copy of the Consultative Team Evaluation Report (Sample Document 3);

        (4) curriculum outline;

(5) list of short-term courses taught on an annual basis related to the occupational program.

2. Program Chairperson's Previsit Responsibilities

   a. Submit to the institutional representative a list of prospective team members. The team members should have expertise in the occupational area so that their review, assessment, and recommendations will be meaningful to the program. The chairperson contacts prospective team members and requests their participation on the consultative team.

   b. Transmits to the institutional representative a copy of the curriculum outline to be sent to each team member prior to the visit.

   c. Informs students in a positive manner of the schedule, date, and purpose for the consultative team evaluation.

   d. Alert students to the possibility of an interview.

   e. Arranges meaningful learning experiences for students while they are a part of the consultative team.

   f. Verifies that required representation is included on the confirmed consultative evaluation team.

   g. Transmits the names, addresses, and business affiliations of those agreeing to serve as team members to the institutional representative.

3. Consultative Team's Previsit Responsibilities

   a. Studies the curriculum outline of the program to be evaluated.

   b. Compares the curriculum being taught with needs of business and industry.

   c. Examines the consultative team evaluation forms that will be used as a guide during the actual team visit.

Visit Preparation

The amount of time designated for the visit depends upon the size of the program being evaluated. After the team's observation and study, each team member is asked to meet with the institutional representative. Thereafter the team members may complete their consultative team evaluation reports (Sample Document 3). Or if they desire, they may return for more observation and study of the program. This schedule will vary according to the schedule of the team members.

The following activities should be the responsibility of and conducted by the persons indicated:

1. Institutional Representative's Visit Responsibilities

   a. Meets with the team members for a brief orientation prior to entering the program area:

      (1) Serves refreshments during a brief "ice-breaker" social, if appropriate.

      (2) Supplies team members with appropriate materials (paper, pen, name tag, report forms, etc.).

      (3) Familiarizes the team members with the schedule and procedures for the visitation and reviews the evaluation forms the team members will be completing.

      (4) Encourages all team members to stay for their contribution to the summary report that is compiled by the institutional representative from individual reports.

      (5) Asks the team members to interview all instructors and randomly selected students during the course of the visit.

   b. Introduces all instructors and the team members before the team begins its observations and interviews.

   c. Gives a brief tour of the departmental facilities to the team members.

   d. Monitors the progress of the evaluation team to determine that activities are proceeding as planned and acts as a resource person.

   e. Chairs the summary conference with the team as defined under data analysis. Works with team members who have extenuating circumstances concerning the visitation time and/or schedule.

   f. Works with team members who have extenuating circumstances concerning the visitation time and/or schedule.

2. Instructors' Visit Responsibilities

   a. Should be prepared to provide additional curriculum materials--course objectives, lesson plans, audiovisual instructional materials, reference and resource materials, supplies, and instructional handouts.

b. Should be prepared to answer questions concerning any aspect of the program, curriculum, equipment, physical facilities, and learning resources

3. Consultative Team's Visit Responsibilities

a. Meets with the institutional representative in charge of evaluation for orientation prior to entering the program area.

b. Examines the program curriculum and objectives to determine if they are consistent with occupational needs.

c. Examines teaching materials, supplies, and equipment being used in the program.

d. Makes an effort to contact all program faculty members and as many students as possible.

e. Records comments and observations on the consultative team evaluation report.

f. Meets with the institutional representative for the summary conference to discuss the visit, review and assess the findings, clarify any ambiguous responses, make recommendations, and submit individual reports.

Postvisit Activities

Institutional Representative's Duties

a. Promptly sends a thank you letter (signed by the director of the institution) to each team member (Sample Document 4). The institutional representative may desire to solicit the aid of program staff in accomplishing this.

b. Prepare a written response to each team member indicating plans for and progress toward implementation of the team's recommendations (Sample Document 5).

Procedures for Data Analysis

The purpose of this section is to organize the data gathered through the team investigations into an understandable and usable format.

Institutional Representative's Duties:

1. Chairs the consultative team evaluation summary conference, serves

as a liaison person, gathers all data and reports from team members, and gets clarifications and interpretations where needed.

2. Prepares a consultative team evaluation thank you letter (Sample Document 4) after the team has left the premises.

3. Conducts an institutional summary conference with all concerned personnel, such as, director, program chairpersons, coordinators of student personnel services, and instructors.

4. Refers the accumulated data to the person designated to complete the "program needs profiles."

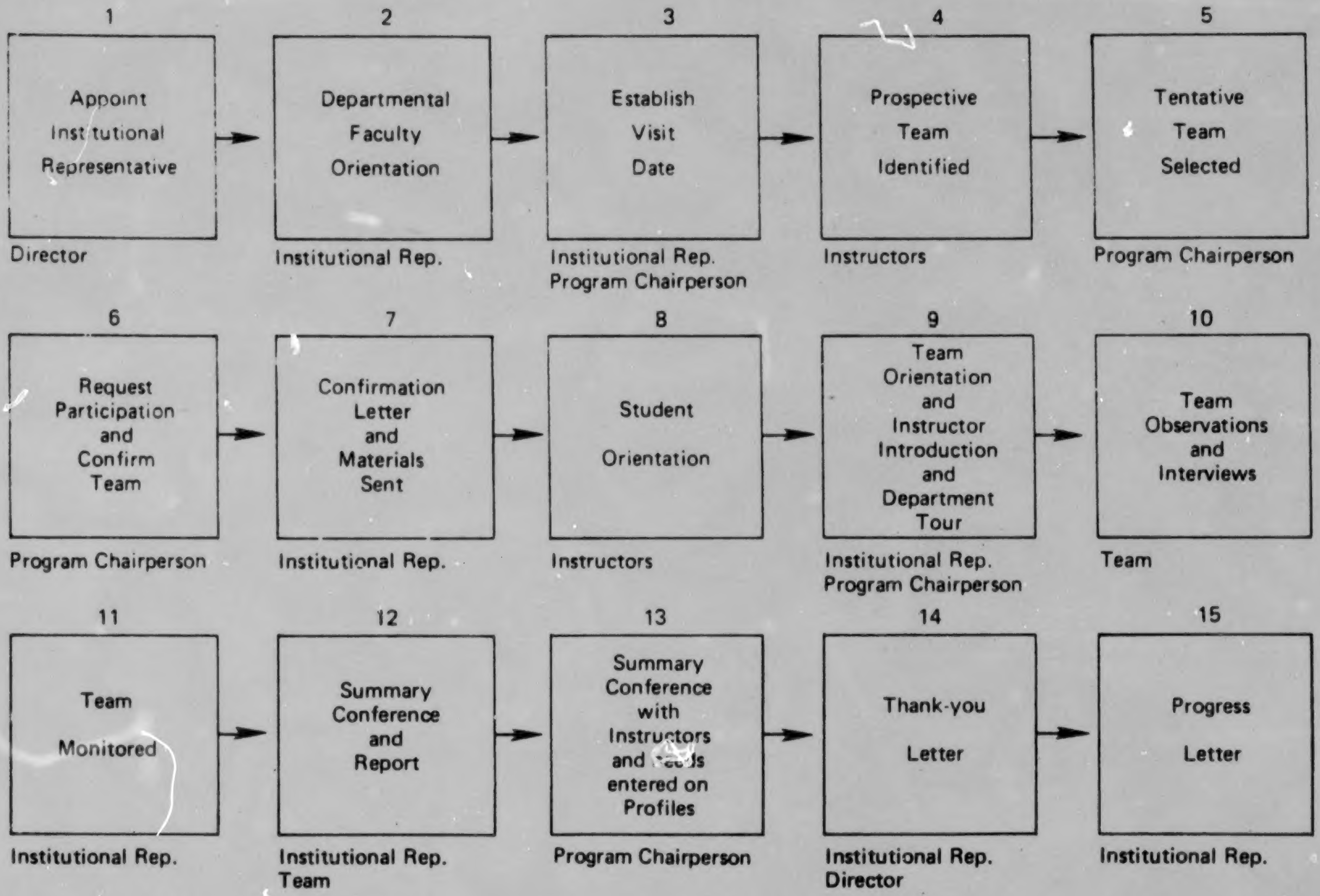
Data Utilization

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the assessment process to be meaningful, the data must be used. IT IS EXTREMELY IMPORTANT THAT ALL CONCERNED PARTIES BE INFORMED OF THE RESULTS AND THE IMPLICATIONS FOR IMPROVEMENT.

Consultative Team Evaluation Flow Chart

The Consultation Team Evaluation Flow Chart on the following page summarizes the process used to accommodate the consultative team evaluation within the institution.

CONSULTATIVE TEAM EVALUATION FLOW CHART



LISTING OF SAMPLE DOCUMENTS

Document Number	Document Name
1.	Confirmation Letter
2.	Team Member Duties
3.	Consultative Team Evaluation Report
4.	Thank You Letter
5.	Follow-up Letter and Progress Report
6.	Consultative Team Evaluative Summary Report
7.	Alternative Consultative Team Program Evaluation Instrument
8.	Assessment Profiles for the Alternative Consultative Team Evaluation Report

Sample Document 1

CONFIRMATION LETTER

Dear Mr./Ms.:

Thank you for your positive response regarding the Consultative Team Evaluation of the ______________________________ Program of this institution. Your services will contribute to the occupational preparation offered at this school.

Enclosed is a packet of information concerning the role and duties of a consultative team evaluation member and also a description of the program you will be helping to evaluate. Please review this information prior to the visit.

As previously discussed, the meeting is scheduled for ______________________ ________________. Your interest in vocational education by agreeing to serve as a team member is appreciated. Your participation and involvement in all activities is encouraged. It is especially important that each team member stay for the entire session and have his/her contributions included in the summary report.

If you have any questions after examining the materials, please telephone us at _________________________. We are looking forward to working with you.

Cordially,

John Doe
Institutional Representative

JD/ije

Enclosures

NOTE: Parking provisions and reporting destination should be a part of this letter.

If an invitation to lunch is given, it should be a part of this letter.

CONSULTATIVE TEAM MEMBER DUTIES

Consultative Team Evaluation

A program evaluation involves the visitation, observation, and analysis of an instructional program by a team of individuals with expertise in the area and with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1. Study the curriculum outline of the program to be evaluated.
2. Compare the curriculum being taught with actual needs of business and industry
3. Examine the consultative team evaluation forms that will be used as a guide during the actual team visit.

Consultative Team Evaluation Visit Responsibilities:

1. Meet with the institutional representative in charge of evaluation for orientation prior to entering the program area.
2. Examine the program curriculum and objectives to determine whether or not that they are consistent with occupational needs.
3. Examine teaching materials, supplies, and equipment presently being used in the program.
4. Make an effort to contact all faculty members and as many students as possible.
5. Record comments and observations on the consultative team evaluation form that has been provided.
6. Meet with the institutional representative for the summary conference to discuss the visit, review and assess their findings, and make recommendations.

7. Submit individual consultative team evaluation reports (Sample Document 3) to the institutional representative and clarify any ambiguous statements or responses.

Sample Document 3

CONSULTATIVE TEAM EVALUATION REPORT

Program: ______________________________ Date: ______________________________

Team Member:

Business Affiliation:

The consultative team evaluation members examine and make recommendations in the following areas:

1. Physical Facilities
2. Instructional Program
3. Equipment
4. Supplies
5. Instructional Materials
6. Upgrade Training

Each consultative team member should visit the area of the program being evaluated, observe the physical facilities, equipment, supplies, etc., interview all instructors and random students, examine program goals and objectives, handouts, etc., and ask for any needed interpretations and clarifications. While in the program area, the team member should record responses and observations on the consultative team evaluation report. The recommendations may be written then or during the summary conference session.

1. Physical Facilities--To have effective instruction, the physical facilities must meet the needs of the programs and students. Please rate the following:

Evaluation Scale:

3 points	Excellent	- Needs no improvement
2 points	Adequate	- Needs slight improvement
1 point	Inadequate	- Needs definite improvement
0 points	Not Applicable	- Does not apply

(CHECK APPROPRIATE RESPONSE)

	3 points	2 points	1 point	0 points
a. The size of the classroom(s)				
b. The size of the laboratory area(s)				
c. The lighting in the classroom(s)				
d. The lighting in the laboratory area(s)				
e. Gas supply, if needed for instructional operation				
f. Water supply, if needed for instructional operation				
g. Electrical service available				
h. The noise level of the department				
i. The safety conditions in the classroom(s)				
j. The safety conditions in the laboratory area(s)				
k. Housekeeping--neatness and organization				
l. Proper storage facilities				
m. Walking/working space available for free and unobstructed movement in the area(s)				

Comments: (PLEASE IDENTIFY CLASSROOM BY GIVING ROOM NUMBER.)

EXAMPLE: *Room 102 needs five additional electrical outlets.*

2. Instructional Program

a. Are program goals and objectives clearly stated in measurable terms? If no, identify those needing change.

YES ____
NO ____

b. Are program goals and objectives consistent with current occupational standards? If no, identify those needing change.

YES ____
NO ____

c. Are program goals and objectives in printed form?
Comments: ____

YES ____
NO ____

d. Are written objectives for individual courses stated in measurable terms? If no, identify those needing change.

YES ____
NO ____

e. Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes.

YES ____
NO ____

f. Are student learning experiences consistent with occupational practices and standards? If no, identify those needing change.

____ YES____
____ NO ____
____
____

g. Are the occupational techniques being taught consistent with occupational practices and standards? If no, identify those needing change.

____ YES____
____ NO ____
____
____

h. Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications.

____ YES____
____ NO ____
____
____

3. Equipment

a. Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date.

____ YES____
____ NO ____
____
____

b. Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use.

____ YES____
____ NO ____

c. Is the equipment in this program in proper operating condition? If no, identify that which needs repair.

____________________ YES____

____________________ NO ____

____

____

d. Is an adequate preventive maintenance plan used with the equipment in this program. If no, suggest ways for improvement.

____________________ YES____

____________________ NO ____

____

____

e. Is all the equipment in this program safe for student use? If no, identify unsafe equipment.

____________________ YES____

____________________ NO ____

____

____

f. Based on your observation, are students practicing proper safety procedures. If no, identify improper safety procedures.

____________________ YES____

____________________ NO ____

____

____

g. Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed.

____________________ YES____

____________________ NO ____

____

____

4. Supplies

a. Are currently needed supplies on hand or readily accessible? If no, identify those needed.

____ YES____

____ NO ____

____

____

b. Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained?

____ YES____

____ NO ____

____

____

c. Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting.

____ YES____

____ NO ____

____

____

d. Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement.

____ YES____

____ NO ____

____

____

5. Instructional Materials

a. Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available? If no, identify those needed.

____ YES____

____ NO ____

____

____

b. Are the printed materials up to date? If no, identify those that are outdated.

YES ____

NO ____

c. Is there a sufficient quantity of audiovisual instructional materials available? If no, identify those needed.

YES ____

NO ____

d. Are the audio-visuals up to date? If no, identify those that need updating.

YES ____

NO ____

e. What is the percentage of use of audiovisual materials in this program area? ________

f. Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed.

YES ____

NO ____

g. Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race.

YES____

NO ____

6. Upgrade Training

Are the the short-term courses which are being offered in this program consistent with the needs of persons currently working in the field? If no, identify courses which should be added or deleted.

YES____

NO ____

Sample Document 4

THANK YOU LETTER

Dear Mr. Smith:

Your contribution to the evaluation of the ________(name of ________ program)________ program at ________(name of)________ institution________ is greatly appreciated. The giving of your time and talent to this endeavor will be beneficial to both you and this institution since it will strengthen the school and, as a result, the community.

You will be advised of the plans for progress toward implementation of the team recommendations. Only through constant review can an institution continue to grow. Growth was the purpose of this evaluation. You have a right to be proud of your part in this.

Thank you for your help!

Cordially,

John Doe
Institutional Director

JE/ije

Sample Document 5

FOLLOW UP LETTER

Dear Mr. Smith:

Much has happened since the visitation for evaluation of the ______(name of program)______ program at ______(name of institution______ on ______(date)______ was made. The progress toward implementation of the team's recommendations is outlined on the attached form.

The team was a vital part of this growth picture, and your contribution is greatly appreciated. If you would like to discuss the implementation of the team's recommendations, please telephone us at ______________________. We would appreciate hearing from you concerning this.

Please feel free to visit the college whenever you have an opportunity. Your suggestions are always welcome. We will keep you informed of future progress toward the implementation of the team's recommendations.

PROGRESS REPORT

Recommendations: EXAMPLE--The addition of a course on Human Relations

Response: EXAMPLE--This course was included in the curriculum fall quarter 1977.

Recommendations: EXAMPLE--The addition of a memory typewriter

Response: EXAMPLE--Funds have not been available. The instructors are working on preparing a proposal requesting that money be allocated.

Recommendations:

Response:

Recommendations:

Response:

Recommendations:

Response:

(More space available as needed)

Sample Document 6

CONSULTATIVE TEAM EVALUATION SUMMARY REPORT

Program: ______________________ Date: ______________________

Team Member:

Name	Business Affiliation

Instructions for Completing the Summary Report

In completing the evaluation team summary report, the institutional representative will--

1. tally responses in each section:
2 enter the total number of "Yes" and "No" responses in the appropriate blanks for all sections after physical facilities:
3. summarize commendations for items that are done well and recommendations for the items needing improvement and enter in appropriate spaces.

1. Physical Facilities--To have effective instruction, the physical facilities must meet the needs of the program and students. Please rate the following:

Evaluation Scale

3 points Excellent--Needs no improvement
2 points Adequate--Needs slight improvement
1 point Inadequate--Needs definite improvement
0 points Not Applicable--Does not apply

TEAM AVERAGE RESPONSE

a. The size of the classroom(s) ______________

b. The size of the laboratory area(s) ______________

c. The lighting in the classroom(s) ______________

d The lighting in the laboratory area(s) ______________

e. Gas supply, if needed for instructional operation ______________

f. Water supply, if needed for instructional operation ______________

g. Electrical service available ______________

h. The noise level of the department ______________

i. Safety conditions in the classroom(s) ______________

j. Safety conditions in the laboratory area(s) ______________

k. Housekeeping--neatness and organization ______________

l. Proper storage facilities ______________

m. Walking/working space available for free and unobstructed movement in the area(s) ______________

Summarized Commendations: ____

Summarized Recommendations: ____

Enter total number of "Yes" & "No" Responses

2. Instructional Program

a. Are program goals and objectives clearly stated in measurable terms? If no, identify those needing change.

Summarized Commendations: ____________________ YES____
____________________ NO ____

Summarized Recommendations: ____________________

b. Are program goals and objectives consistent with occupational standards? If no, identify those needing change.

Summarized Commendations: ____________________ YES____
____________________ NO ____

Summarized Recommendations: ____________________

c. Are program goals and objectives in printed form?

Comments: ____________________ YES____
____________________ NO ____

d. Are written objectives for individual courses stated in measurable terms?

Comments: ____________________ YES____
____________________ NO ____

e. Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes.

Summarized Commendations: ______________________ YES ____

______________________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

f. Are student learning experiences consistent with occupational practices and standards? If no, identify those needing change.

Summarized Commendations: ______________________ YES ____

______________________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

g. Are techniques being taught consistent with those used in occupational practices? If no, identify those needing change.

Summarized Commendations: ______________________ YES ____

______________________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

h. Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications.

Summarized Commendations: ____________________ YES____

____________________________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

3. Equipment

a. Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date.

Summarized Commendations: ____________________ YES____

____________________________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

b. Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use.

Summarized Commendations: ____________________ YES____

____________________________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

c. Is the equipment in this program in proper operating condition? If no, identify that which needs repair.

Summarized Commendations: ______________________________ YES____

____ NO ____

____

____

Summarized Recommendations: ____________________________

____

____

____

d. Is an adequate preventive maintenance plan used with the equipment in this program. If no, suggest ways for improvement.

Summarized Commendations: ______________________________ YES____

____ NO ____

____

____

Summarized Recommendations: ____________________________

____

____

____

e. Is all the equipment in this program safe for student use. If no, identify unsafe equipment.

Summarized Commendations: ______________________________ YES____

____ NO ____

____

____

Summarized Recommendations: ____________________________

____

____

____

f. Based on your observation, are students practicing proper safety procedures? If no, identify improper safety procedures.

Summarized Commendations: ____________________ YES ____

____________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

g. Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed.

Summarized Commendations: ____________________ YES ____

____________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

4. Supplies

a. Are currently needed supplies on hand or readily accessible? If no, identify those needed.

Summarized Commendations: ____________________ YES ____

____________________ NO ____

____

____

Summarized Recommendations: ____________________

____

____

____

b. Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

c. Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

d. Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

5. Instructional Materials

a. Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available. If no, identify those needed.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

b. Are the printed materials up to date? If no, identify those that are outdated.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

c. Is there a sufficient quantity of audio-visual instructional materials available. If no, identify those needed.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

d. Are the audio visuals up to date? If no, identify those that need updating.

Summarized Commendations: ______________________ YES ____

______________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

e. What is the percentage of use of audio-visual materials in this program area?

____

f. Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed.

Summarized Commendations: ______________________ YES ____

______________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

g. Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race.

Summarized Commendations: ______________________ YES ____

______________________________ NO ____

____

____

Summarized Recommendations: ______________________

____

____

____

6. Upgrade Training

Are the short-term courses which are being offered in this program consistent with the needs of persons currently working in the field? If no, identify courses which should be added or deleted.

Summarized Commendations: ______________________ YES____

______________________ NO ____

____

____

____

Summarized Recommendations: ______________________

____

____

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ALTERNATIVE CONSULTATIVE TEAM
PROGRAM EVALUATION INSTRUMENT

The following evaluative instrument is taken from Olympia Technical Community College of Olympia, Washington (Bullpitt, 1980). It is presented here as another alternative to consultative team evaluation of program implementation.

CONSULTATIVE TEAM EVALUATION
IMPLEMENTATION

Program ____________________
Date ____________________

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
I. GOALS							
A. Goals and Objectives							
1. Written general program goals are:							
– Understood and committed to by administrators, counselors, and instructors	☐	☐	☐	☐	☐	☐	☐
– Used as a basis for planning specific objectives for programs and services.	☐	☐	☐	☐	☐	☐	☐
2. College planning for programs includes:							
– Participation by administrators,	☐	☐	☐	☐	☐	☐	☐
– Participation by instructors, counselors and other support personnel.	☐	☐	☐	☐	☐	☐	☐
3. The College educational plan is used as a basis for:							
– Implementing specific programs.	☐	☐	☐	☐	☐	☐	☐
– Evaluating specific programs.	☐	☐	☐	☐	☐	☐	☐
4. Written program objectives are:							
– On file for the program and stated in measurable terms.	☐	☐	☐	☐	☐	☐	☐
– Used to evaluate the program.	☐	☐	☐	☐	☐	☐	☐
5. Written performance objectives are:							
– On file for courses and stated in measurable terms.	☐	☐	☐	☐	☐	☐	☐
– Available to students.	☐	☐	☐	☐	☐	☐	☐
– Used to keep students aware of progress.	☐	☐	☐	☐	☐	☐	☐
B. Labor Market and Community Needs							
1. Data on labor market needs are:							
- Kept current for the program using a variety of sources	☐	☐	☐	☐	☐	☐	☐
– Used in planning and evaluating the program.	☐	☐	☐	☐	☐	☐	☐
2. Profession/industry standards are:							
– Used as a basis for planning and evaluating the program.	☐	☐	☐	☐	☐	☐	☐
– Used as a basis for planning and evaluating course content and instructional approaches.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW – Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
3. Data on Community population needs for training, retraining and upgrading job skills are:							
– Kept current for the program.	☐	☐	☐	☐	☐	☐	☐
– Used in planning and evaluating the program.	☐	☐	☐	☐	☐	☐	☐
4. Data on job performance requirements and trends are:							
– Kept current for the program.	☐	☐	☐	☐	☐	☐	☐
– Used to develop and evaluate the program.	☐	☐	☐	☐	☐	☐	☐
– Used to plan and evaluate course content.	☐	☐	☐	☐	☐	☐	☐
II. PROCESSES							
A. Instruction							
1. Instructional approaches are adapted to:							
– Recognize occupational objectives of students	☐	☐	☐	☐	☐	☐	☐
– Meet individual needs of students.	☐	☐	☐	☐	☐	☐	☐
– Provide learning assistance for students with special needs.	☐	☐	☐	☐	☐	☐	☐
– Provide hands on, job related experiences.	☐	☐	☐	☐	☐	☐	☐
2. Applicable support courses are:							
– Closely coordinated with the program.	☐	☐	☐	☐	☐	☐	☐
– Relevant and current to needs of the students.	☐	☐	☐	☐	☐	☐	☐
B. Articulation is Maintained with:							
– Educational institutions offering occupational programs (such as high schools, other community and four-year colleges).	☐	☐	☐	☐	☐	☐	☐
– Community agencies involved with occupational education (such as CETA, DVR).	☐	☐	☐	☐	☐	☐	☐
C. Related Work Experience or Equivalent Clinical Experiences Is:							
– Available at conventient locations to all students, day and evening, enrolled in the program.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with classroom instruction.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with employer supervision.	☐	☐	☐	☐	☐	☐	☐
D. Disadvantaged							
1. Special services for disadvantaged students in the program are:							
– Readily available.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
– Coordinated by qualified staff.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with program instruction.	☐	☐	☐	☐	☐	☐	☐
2. Special services for handicapped students in the program are:							
– Coordinated by qualified staff.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with program instruction	☐	☐	☐	☐	☐	☐	☐
– Planned to include modification and adaptation of facilities and equipment where needed.	☐	☐	☐	☐	☐	☐	☐
3. Special services for the reentry student or displaced homemaker are:							
– Readily available.	☐	☐	☐	☐	☐	☐	☐
– Available to assist with the transition/adjustment to the college scene.	☐	☐	☐	☐	☐	☐	☐
– Coordinated by qualified staff.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with program instruction.	☐	☐	☐	☐	☐	☐	☐
4. Additional services for students with special needs are evaluated through:							
– Monitoring the progress of the students.	☐	☐	☐	☐	☐	☐	☐
– Assessing program/services accomplishments in relation to planned objectives.	☐	☐	☐	☐	☐	☐	☐
– Follow up studies to determine employment success of these students.	☐	☐	☐	☐	☐	☐	☐
E. Emphasis on Overcoming Sex Bias, Discrimination and Stereotyping is Given to:							
– Program enrollments, recruitment and admission policies.	☐	☐	☐	☐	☐	☐	☐
– Course and program content and teaching methods.	☐	☐	☐	☐	☐	☐	☐
– Selection of curricular materials.	☐	☐	☐	☐	☐	☐	☐
– Job development and placement.	☐	☐	☐	☐	☐	☐	☐
– Student counseling and guidance.	☐	☐	☐	☐	☐	☐	☐
F. Counseling, Advising							
1. Counseling and guidance services are:							
– Available and accessible for all students in the program–day or night.	☐	☐	☐	☐	☐	☐	☐
– Available at satellite and outreach centers.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD · Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
– Keyed to student career and program interests and needs.	☐	☐	☐	☐	☐	☐	☐
– Informing students of nontraditional job opportunities for both sexes.	☐	☐	☐	☐	☐	☐	☐
– Provided by a qualified, knowledgeable staff.	☐	☐	☐	☐	☐	☐	☐
– Use a variety of resources that are relevant to student needs.	☐	☐	☐	☐	☐	☐	☐
2. Program includes economic instruction which helps the student:							
– Understand employee responsibilities and rights.	☐	☐	☐	☐	☐	☐	☐
– Evaluate job opportunities in relation to salary, benefits and conditions of employment.	☐	☐	☐	☐	☐	☐	☐
– Understand the principles of business operation and cost of doing business.	☐	☐	☐	☐	☐	☐	☐
3. Program includes consumer education which helps students:							
– Manage time and money.	☐	☐	☐	☐	☐	☐	☐
– Become a wise shopper.	☐	☐	☐	☐	☐	☐	☐
– Manage the combined responsibilities of a job and a home.	☐	☐	☐	☐	☐	☐	☐
– Conserve energy and other natural resources.	☐	☐	☐	☐	☐	☐	☐
G. Placement Services							
1. Placement of students:							
– Is a planned, coordinated service.	☐	☐	☐	☐	☐	☐	☐
– Identified employment opportunities for students in the program.	☐	☐	☐	☐	☐	☐	☐
– Helps students in the program with marketable skills find employment.	☐	☐	☐	☐	☐	☐	☐
2. Program completers and leavers desiring employment are:							
– Prepared to apply for a job.	☐	☐	☐	☐	☐	☐	☐
– Treated fairly and equally.	☐	☐	☐	☐	☐	☐	☐
– Placed within a reasonable period of time in a job for which trained or closely related.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW – Unable to rate the statement

PAGE FIVE

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
3. Success and failure of program completers and leavers are:							
– Assessed through periodic follow up studies.	☐	☐	☐	☐	☐	☐	☐
– Made available to instructors, counselors and advisory committee members.	☐	☐	☐	☐	☐	☐	☐
– Used to modify the program and related courses.	☐	☐	☐	☐	☐	☐	☐
– Are current and relevant for the program.	☐	☐	☐	☐	☐	☐	☐
H. Admissions							
1. Students and potential students desiring enrollment in the program are:							
– Identified through recruitment activities.	☐	☐	☐	☐	☐	☐	☐
– Counseled on employment opportunities.	☐	☐	☐	☐	☐	☐	☐
– Treated equitably in enrollment selection.	☐	☐	☐	☐	☐	☐	☐
– Not impeded by unrealistic prerequisites or costs.	☐	☐	☐	☐	☐	☐	☐
– Able to attend classes at accessible locations and convenient times.	☐	☐	☐	☐	☐	☐	☐
2. Promotion of occupational education:							
– Informed the public, legislators, news media, boards, business community of program goals and needs.	☐	☐	☐	☐	☐	☐	☐
– Interprets the importance of occupational preparation as an option for students.	☐	☐	☐	☐	☐	☐	☐
– Gains community support and contributions.	☐	☐	☐	☐	☐	☐	☐
III. RESOURCES							
A. Administration							
1. The administrative structure provides for direction and coordination of the program through:							
– Assignment of qualified administrative personnel.	☐	☐	☐	☐	☐	☐	☐
– Delineation of responsibility, authority and accountability.	☐	☐	☐	☐	☐	☐	☐
Assignment of time for supervisors and/or administrators to provide for planning and evaluation.	☐	☐	☐	☐	☐	☐	☐
2. Administrators and/or supervisors responsible for directing and coordinating are:							
– Skilled in management techniques.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
– Committed to and knowledgeable about occupational education.	☐	☐	☐	☐	☐	☐	☐
B. Instruction							
1. The number of instructors is adequate for teachers to:							
– Meet individual student needs.	☐	☐	☐	☐	☐	☐	☐
– Provide liaison with advisory committees.	☐	☐	☐	☐	☐	☐	☐
– Assist with student advisement, placement and follow up.	☐	☐	☐	☐	☐	☐	☐
– Maintain ongoing contacts with employers and potential employers.	☐	☐	☐	☐	☐	☐	☐
2. The instructional staff, full and part time, is qualified by:							
– Two or more years of relevant employement appropriate to the job assignment.	☐	☐	☐	☐	☐	☐	☐
– Inservice training and/or experience appropriate to the teaching assignment.	☐	☐	☐	☐	☐	☐	☐
– Teaching competence as evidenced by peer, student and/or administrative judgment.	☐	☐	☐	☐	☐	☐	☐
3. The college encourages and supports inservice opportunities through:							
– Allocating funds for instructor participation.	☐	☐	☐	☐	☐	☐	☐
– Making time available for instructor participation.	☐	☐	☐	☐	☐	☐	☐
– Assessing inservice growth in teaching evaluation.	☐	☐	☐	☐	☐	☐	☐
4. Support staff are utilized in the program to provide:							
– Office and clerical assistance.	☐	☐	☐	☐	☐	☐	☐
– Classroom help to students.	☐	☐	☐	☐	☐	☐	☐
– Instructional assistance for teachers.	☐	☐	☐	☐	☐	☐	☐
C. Equipment and Facilities							
1. Equipment used on campus or off camput for the program is:							
– Representative of that used in jobs for which the students are being trained.	☐	☐	☐	☐	☐	☐	☐
– Safe, functional and well maintained.	☐	☐	☐	☐	☐	☐	☐
– In sufficient supply to serve the needs	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
2. Instructional facilities (excluding equipment) used for the program:							
– Are functional for the program.	☐	☐	☐	☐	☐	☐	☐
– Are flexible and adaptable to changing instructional approaches and special student requirements.	☐	☐	☐	☐	☐	☐	☐
– Meet safety standards.	☐	☐	☐	☐	☐	☐	☐
– Are functional for advising students.	☐	☐	☐	☐	☐	☐	☐
3. Scheduling of facilities and equipment for the program:							
– Is planned for optimum use.	☐	☐	☐	☐	☐	☐	☐
– Supports quality instruction.	☐	☐	☐	☐	☐	☐	☐
4. Instructional materials are:							
– Sufficient in quantity.	☐	☐	☐	☐	☐	☐	☐
– Current and relevant to the program.	☐	☐	☐	☐	☐	☐	☐
– Varied.	☐	☐	☐	☐	☐	☐	☐
– Available and accessible to students.	☐	☐	☐	☐	☐	☐	☐
– Selected to avoid sex bias, stereotyping and discrimination.	☐	☐	☐	☐	☐	☐	☐
5. Library resources provided to support the program are:							
– Sufficient in quantity.	☐	☐	☐	☐	☐	☐	☐
– Current, varied and relevant to the program.	☐	☐	☐	☐	☐	☐	☐
Available and accessible to the students.	☐	☐	☐	☐	☐	☐	☐
– Selected to avoid sex bias, stereotyping and discrimination.	☐	☐	☐	☐	☐	☐	☐
D. Advisory Committees							
– Are representative of the program for which training is provided.	☐	☐	☐	☐	☐	☐	☐
– Provide input on course content, program modification, instructional materials and equipment, student employability and placement.	☐	☐	☐	☐	☐	☐	☐
– Meet at least annually.	☐	☐	☐	☐	☐	☐	☐
Extend the program into the community.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:

EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
E. Budget							
1. The operational budget for the program							
– Is planned with instructor input.	☐	☐	☐	☐	☐	☐	☐
– Is adequate for achieving program objectives.	☐	☐	☐	☐	☐	☐	☐
– Makes effective use of outside funding.	☐	☐	☐	☐	☐	☐	☐
– Is based on program priorities.	☐	☐	☐	☐	☐	☐	☐
2. The capital outlay budget for the program:							
– Is planned with instructor input.	☐	☐	☐	☐	☐	☐	☐
– Supports program objectives adequately.	☐	☐	☐	☐	☐	☐	☐
– Supports scheduled equipment replacement and repair.	☐	☐	☐	☐	☐	☐	☐
– Provides for program facilities refurbishing and modification.	☐	☐	☐	☐	☐	☐	☐

Assessment Profiles for the Alternative Consultative Team Evaluation Report

Assessment values for each criterion and standard should be consistent with definitions provided below. Both quality and quantity of past performance should be considered when assessing each standard. Assessment values should be considered when assessing each standard. Assessment values should be determined based upon the conditions of the program at the time of the evaluation.

Definitions of assessment values are as follows:

5 = Excellent: Indicates that more than adequate time, attention, and resources have been assigned for conditions or operations to excel. (top 5 to 10%)

4 = Good: Indicates that some additional time, attention, and resources are needed to ensure that conditions or operations excel. (top one-third)

3 = Adequate: Indicates that additional time, attention, and resources are needed for conditions or operations defined by the standard to be functioning well. (middle third)

2 = Below Expectation: Indicates a great deal more time, attention, and resources are needed for conditions or operations defined by the standard to be adequate and functioning at an acceptable level. (bottom one-third)

1 = Poor: Indicates that the need is critical for additional time, attention, and resources to be assigned for conditions or operations defined by the standard to be adequate and function at an acceptable level. (bottom 5 to 10%)

0 = Not Applicable: Indicates that the standard is not applicable given the aims and objectives of the program.

0 = Don't Know: Indicates that the evaluator cannot make an adequate judgment of the statement.

Quantative values are placed upon evaluative criteria by assigned numerical quantities, 0, 1, 2, 3, 4, to each standard and averaging them for each criterion measurement.

Each assessment value indicates the degree to which time, effort, and resources have been devoted to meeting a criterion. This value is computed in the same way for each criterion in each section.

The method of computation can best be explained by the following examples:

METHOD A - When no check marks appear in the N/A or Don't Know columns:

Criterion: Additional Support Needed

	N/A	Don't Know	Poor	Below Expectations	Acceptable	Good	Excellent
	0	0	1	2	3	4	5
Criterion a -			X				
b -				X			
c -					X		
d -					X		
e -						X	

1. Multiply the number of checks percolumn by the number at the top of the column and total.

Add
1 x 1 = 1
1 x 2 = 2
2 x 3 = 6
1 x 4 = 4
Total 13 Record the total in the space provided.

2. Divide this total by the given denominator and record the quotient in the space provided for determining the criterion assessment value:

Divide Total $\frac{13}{5}$ = 2.6 (Assessment Value)

METHOD B - When check marks appear in the N/A or Don't Know columns:

1. Same as in METHOD A (Step 1) above.
2. Count number of check marks in the N/A or Don't Know columns.
3. Deduct this number from the given denominator.
4. Divide the total as computed in METHOD A above by the corrected denominator and record the quotient in the space provided for assessment values.

Divide $\frac{\text{Total}}{\text{Corrected Denominator}}$ = __________ (Assessment Value)

CHAPTER SIX

ADVISORY COMMITTEE PERCEPTIONS

This chapter provides a methodology for the evaluation of occupational programs by an advisory committee.

Goal and Objectives

Goal

To record advisory committee members perceptions of occupational program(s).

Objectives

The objectives of this chapter are to solicit advisory council committee members perceptions in order to:

1. Gather data for valid program development activities.
2. Identify needed curriculum improvements.
3. Identify adequacy and relevance of equipment and facilities in relation to the work world.
4. Identify instructional needs.
5. Compare business and industrial standards with institutional and occupational program standards.
6. Identify efforts to provide placement assistance to students.
7. Identify future occupational trends.
8. Identify any existence of sex bias.
9. Identify unmet needs of disadvantaged and handicapped students.

Procedures For Administration

The institution should designate an institutional representative to be in charge of the administration of this component. It is recommended that this individual be a department chairperson and be able to devote appropriate amounts of time to the evaluation process.

Institutional Representative's Responsibilities:

1. Familiarizes those involved with the survey with the procedures and concepts of the process and works toward a commitment from them.
2. Develops familiarity with the various manuals, forms, instruments, etc., and acts as a resource person to those who will be using the materials.
3. Mails to each member of the advisory committee a packet of materials that includes--
    a. an introductory letter (Sample Document 1);
    b. a stamped self-addressed envelope;
    c. a copy of the advisory committee program evaluation form. (Sample Document 2).
4. Reviews returned evaluation forms with appropriate faculty, and takes the necessary action according to institutional policy to implement needed program changes. See assessment profiles for advisory committee evaluation form (Sample Document 3).
5. Informs advisory committee members of the results of the survey and indicates tentative action plan (can be done through the mail or at a meeting of the whole committee).

Individual Advisory Committee Member Responsibilities

1. Records comments and observations on the advisory committee Evaluation Form that has been provided.
2. Meets with institutional representative to review the evaluation forms.
3. Works with institutional representatives to help implement any changes in the program as identified.

Procedures for Data Analysis

The primary purposes of this evaluation model is--

1. individual improvement,
2. program improvement,

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3. institutional improvement.

In order for the data gained from the assessment process in this document to be meaningful, it must be used. It is extremely important that all individuals be informed of the results and the implications for improvement.

Listing of Sample Documents

This chapter includes a sample document for recording the perceptions of advisory committee members and information on scoring these responses. This particular instrument has been adapted from Olympia Technical College in Olympia, Washington.

Document Number	Document Name
1	Introductory Letter
2	Advisory Committee Evaluation Form
3	Assessment Profiles for Advisory Committee Evaluation Form

INTRODUCTORY LETTER

Dear ____________:

We are in the process of evaluating our occupational program to learn what should be done to make it even more effective.

Your views as an advisory committee member are very important to us. It would be appreciated if you would take a few minutes to complete the attached form and return it to us in the envelope provided.

At a future meeting of your advisory committee we will tell you about the results of the evaluation process.

Thank you for your cooperation.

Sincerely,

John Doe
Department Chairperson

db

Enclosures

Sample Document 2

ADVISORY COMMITTEE EVALUATION FORM

Program ____________________

Date ____________________

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
1. Student preparation for seeking employment (such as completion of application, presentation of self, interview process.	☐	☐	☐	☐	☐	☐	☐
2. Student technical preparation for entry level employment (skills and knowledge).	☐	☐	☐	☐	☐	☐	☐
3. Student preparation concerning work habits, attitude and work quality.	☐	☐	☐	☐	☐	☐	☐
4. Success of students trained by the college in your field as compared with employees who have not had such training.	☐	☐	☐	☐	☐	☐	☐
5. College efforts to collect information about on-the-job success and failure of former students.	☐	☐	☐	☐	☐	☐	☐
6. College response to labor force and employment training needs for your field from the community.	☐	☐	☐	☐	☐	☐	☐
7. College provision for training and upgrading currently employed personnel in your field.	☐	☐	☐	☐	☐	☐	☐
8. College response to changing technology and procedures in your field.	☐	☐	☐	☐	☐	☐	☐
9. College response to emerging employment training opportunities in your field.	☐	☐	☐	☐	☐	☐	☐
10. Adequacy and relevancy of equipment and facilities to the on-the-job situation.	☐	☐	☐	☐	☐	☐	☐
11. Availability of related work experience (or clinical experience) for students training for employment in your field.	☐	☐	☐	☐	☐	☐	☐
12. Instructor coordination and supervision of work experience students.	☐	☐	☐	☐	☐	☐	☐
13. College response to recommendations for program modification.	☐	☐	☐	☐	☐	☐	☐
14. College efforts to overcome sex stereotyping and discrimination in your employment area.	☐	☐	☐	☐	☐	☐	☐
15. College efforts to provide placement assistance to students in your field.	☐	☐	☐	☐	☐	☐	☐
16. College efforts to meet the needs of disadvantaged and handicapped students.	☐	☐	☐	☐	☐	☐	☐

ADVISORY COMMITTEE PERCEPTIONS

Advisory Committee Program
____
How long have you been a member of this committee? _______________
How often does this committee meet? _______________

Please answer the questions below.
(Use back of page and extra sheets if necessary.)

1. In what ways has your advisory committee helped to improve the instructional program in your field (such as assisting staff on curriculum development or revision, arranging field trips, identifying work experience and employment opportunities)?

2. What are the principal strengths of the program?

3. What are the principal needs for improvement in the program?

4. Have you participated in college sponsored workshops or other activities designed to alert the community to the problems of sex discrimination in the labor force?
YES _______ NO _________

5. During the past year has your organization hired students from programs of your insitution?
YES _______ NO _________
If yes, how many do you estimate where hired? _______________
If no, please indicate why not. _______________
____
____

6. Does your organization plan to hire any students from the program in the next year?
YES ________NO _________
If yes, please estimate how many:

ASSESSMENT PROFILES FOR ADVISORY COMMITTEE EVALUATION FORM

Assessment values for each criterion and standard should be consistent with definitions provided below. Both quality and quantity of past performance should be considered when assessing each standard. Assessment values should be determined based upon the conditions of the program at the time of the evaluation.

Definitions of assessment values are as follows:

5 = Excellent: Indicates that more than adequate time, attention, and resources have been assigned for conditions or operations to excel. (top 5 to 10%)

4 = Good: Indicates that some additional time, attention, and resources are needed to ensure that conditions or operations excel. (Top one-third)

3 = Adequate: Indicates that additional time, attention and resources are needed for conditions or operations defined by the standard to be functioning well. (middle third)

2 = Below Expectations: Indicates a great deal more time, attention, and resources are needed for conditions or operations defined by the standard to be adequate and functioning at an acceptable level. (Bottom one-third)

1 = Poor: Indicates that the need is critical for additional time, attention, and resources to be assigned for conditions or operations defined by the standard to be adequate and function at an acceptable level. (bottom 5 to 10%)

0 = Not Applicable: Indicates that the standard is not applicable given the aims and objectives of the program.

0 = Don't Know: Indicates that the evaluator cannot make an adequate judgment of the statement.

Quantitative values are placed upon evaluative criteria by assigned numerical quantities, 0, 1, 2, 3, 4, to each standard and averaging them for each criterion measurement.

Each assessment value indicates the degree to which time, effort and resources have been devoted to meeting a criterion. This value is computed in the same way for each criterion in each section.

The method of computation can best be explained by the following examples:

METHOD A - When no check marks appear in the N/A or Don't Know columns:

Criterion: Additional Support Needed

	N/A 0	Don't Know 0	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
Criterion - 1			X				
- 2				X			
- 3					X		
- 4					X		
- 5						X	

1. Multiply the number of checks per column by the number at the top of the column and total.

Add
1 x 1 = 1
1 x 2 = 2
2 x 3 = 6
1 x 4 = 4
Total 13 Record the total in the space provided.

2. Divide this total by the given denominator and record the quotient in the space provided for determining the criterion assessment value:

Divide Total $\frac{13}{5}$ = 2.6 (Assessment Value)

METHOD B - When check marks appear in the N/A or Don't Know columns:

1. Same as in METHOD A (Step 1) preceding.
2. Count number of check marks in the N/A or Don't Know columns.
3. Deduct this number from the given denominator.
4. Divide the total as computed in METHOD A above by the corrected denominator and record the quotient in the space provided for assessment values.

$$\text{Divide} \quad \frac{\text{Total}}{\text{Corrected Denominator}} = \underline{\hspace{3cm}} \text{ (Assessment Value)}$$

Assessment values derived by METHOD A and/or B are then transferred to the assessment value profile chart.

CHAPTER SEVEN

ADMINISTRATIVE AND SUPERVISORY PERSONNEL PERCEPTIONS

This chapter outlines a methodology for assessing administrative and supervisory personnel's perceptions of occupational programs and personnel. The purpose of this process is to identify programmatic and personnel strengths and weaknesses so that appropriate improvement activities may be initiated. The process is conducted as a needs assessment and should not be treated or considered a personnel evaluation.

Goal and Objectives

Goal

The goal of this chapter is to record administrative and supervisory staff's perceptions of occupational programs and personnel.

Objectives

The objectives of this chapter are to solicit administrative and supervisory perceptions in helping to do the following:

1. Provide for staff development activities designed to fulfill identified needs.
2. Identify needed occupational program improvements in areas such as curriculum, resource materials, physical facilities, and equipment.
3. Identify expressed needs of the instructors, programs, and the department chairpersons, and to provide for effective fulfillment of identified needs.
4. Identify any institution-wide needs not previously identified in other components of the evaluation process.

Determining the Scope of Administrative Perceptions

This chapter provides for identification of the strengths and weaknesses of the following:

- Instructors
- Occupational programs
- Department Chairpersons

The general evaluation process outlined in this chapter records the department chairpersons perceptions of instructors and of occupational programs. In addition the supervisory personnel's perceptions of the department chairpersons are solicited. This evaluation process may and should be adjusted to accommodate differing institutional administrative structures.

Assigning Responsibilities to Institutional Personnel

The following activities are the responsibilities of and should be conducted by the following institutional personnel:

1. Institutional Representative

   a. Encourages understanding, acceptance, and cooperation of all personnel involved with the assessment.

   b. Appoints a faculty-administrative committee to review, adapt, and modify instruments to fit individual needs. Involvement of more personnel will promote understanding, cooperation, and acceptance.

   c. Maintains master copies of all evaluation forms for administrative and supervisory personnel.

   d. Duplicates sufficient quantities of forms for use with administrative personnel.

   e. Makes administrative perception forms available to appropriate supervisory personnel at a predetermined time. Refers to the flow chart in this chapter (Figure 1) for a suggested time-table for implementation of this evaluation model.

2. Department Chairperson

   a. Approaches instructor needs assessment in a positive manner; emphasizes the importance for individual, program, and instructional growth; and attempts to establish an atmosphere of mutual trust and respect for a meaningful process.

   b. Identifies strengths and weaknesses of instructors under his/her administration in the areas of teacher effectiveness and occupational competency (Sample Document 1)

   c. Makes appointment with instructors for an individual conference to discuss ratings.

d. Records identified instructor needs on a individual needs analysis profile.

e. Identifies strengths and weaknesses of the occupational programs under his/her administration. These needs are identified by a scheduled visit in the program areas and by discussions with instructors (Sample Document 2).

f. Conducts a conference with all program staff to discuss identified needs and remediation of them.

3. Director of Designate

a. Approaches needs assessment in a positive manner; emphasizes the importance of evaluation for individual, program, and institutional growth; and attempts to establish an atmosphere of mutual trust and respect to promote understanding, cooperation, and acceptance.

b. Identifies strengths and weaknesses in performance of the Department Chairperson (Sample Document 3).

c. Makes appointment for individual conference with the department chairperson to discuss identified strengths and weaknesses of his/her performance.

Procedures for Data Analysis

The needs identified through this assessment process are for improvement purposes only and should not be related to tenure, promotion, and contract renewal.

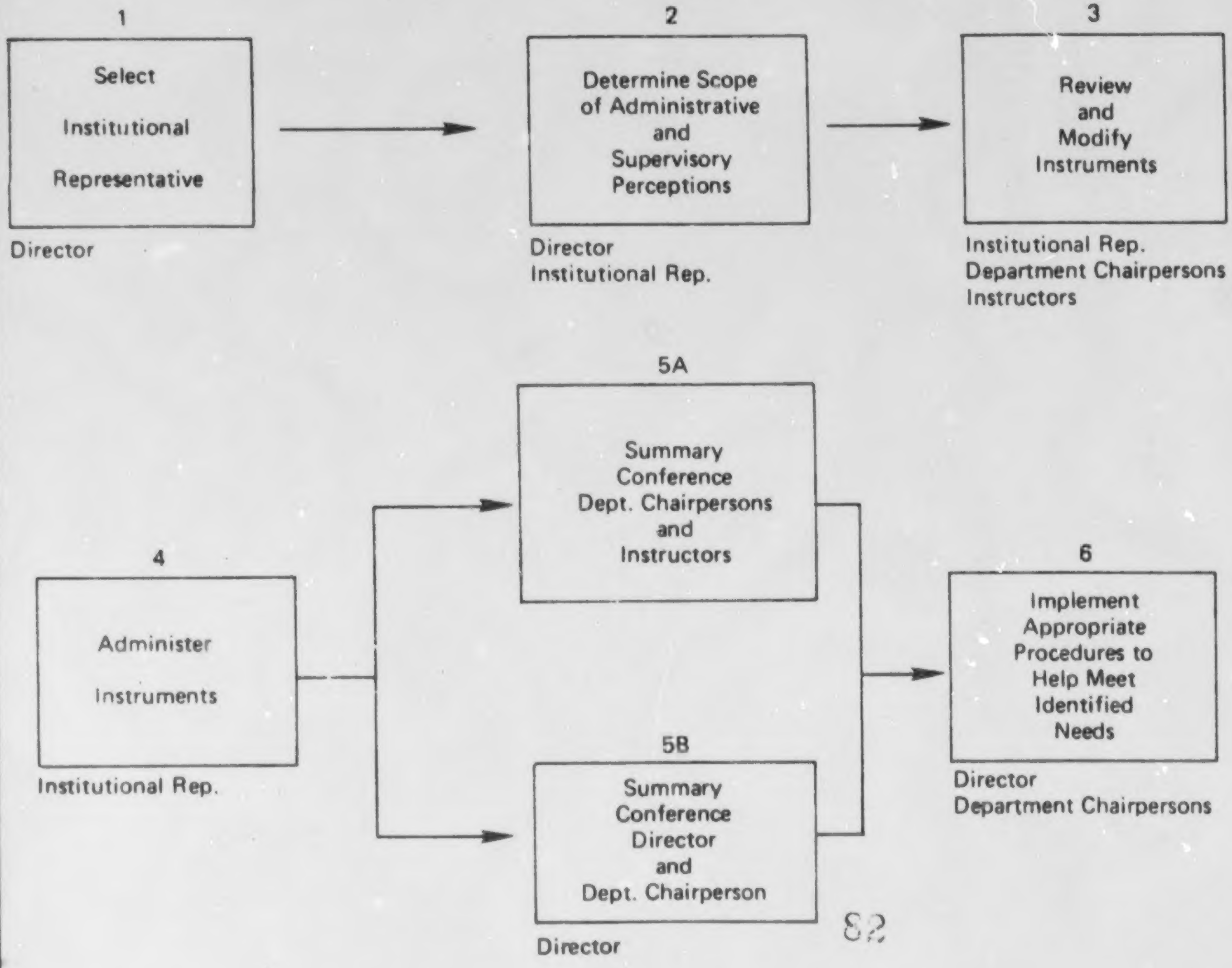
Data Utilization

The primary purposes of this material is to promote (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this chapter to be meaningful, the data must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement.

FIGURE 2

ADMINISTRATIVE AND SUPERVISORY PERCEPTIONS

FLOW CHART


1
Select Institutional Representative
Director
2
Determine Scope of Administrative and Supervisory Perceptions
Director
Institutional Rep.
3
Review and Modify Instruments
Institutional Rep.
Department Chairpersons
Instructors
4
Administer Instruments
Institutional Rep.
5A
Summary Conference Dept. Chairpersons and Instructors
5B
Summary Conference Director and Dept. Chairperson
Director
6
Implement Appropriate Procedures to Help Meet Identified Needs
Director
Department Chairpersons

Listing of Sample Documents

Document Number	Document Name
1	Supervisory Perceptions of Instructor
2	Supervisory Perceptions of Program
3	Supervisory Perceptions of Department Chairperson

Sample Document 1

SUPERVISORY PERCEPTIONS OF INSTRUCTOR

Name of Instructor ______________________________

Date ______________________________

The following questionnaire was designed as an instrument to help the Department Chairperson identify strengths and weaknesses of the instructor. The competencies listed are based on nationally recognized teacher competencies.

The comments and ratings made on this form are strictly to help identify needs so that appropriate activities in staff development may be geared to the fulfillment of those needs.

Rating Scale

3 – NEEDS VERY LITTLE IMPROVEMENT
2 – NEEDS SOME IMPROVEMENT
1 – NEEDS TO IMPROVE
0 – NOT APPLICABLE

A. Personal Qualifications

	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
1. There should be effective interaction between the instructor and other professional staff. How do you rate the instructor's interaction with those listed below?				
a. Other instructors	☐	☐	☐	☐
b. Department Chairperson	☐	☐	☐	☐
c. Associate Director for Instruction.	☐	☐	☐	☐
d. Associate Director for Student Personnel Services	☐	☐	☐	☐
e. Director	☐	☐	☐	☐
f. Media Specialist	☐	☐	☐	☐
g. Coordinator of Special Needs Program	☐	☐	☐	☐
h. Registrar	☐	☐	☐	☐
i. Secretarial Staff	☐	☐	☐	☐
j. Pre-Tech Staff.	☐	☐	☐	☐
2. An instructor should exert continuous effort toward improved performance. Rate this instructor on the items below.				
a. Extent to which mental effort is applied to performance.	☐	☐	☐	☐

	3	2	1	0
b. Extent to which mental effort is applied to performance.	☐	☐	☐	☐
c. Extent to which departmental responsibilities are assumed.	☐	☐	☐	☐
3. In order to promote instructional continuity, instructors should be in attendance on a regular basis. How would you rate this instructor? Extent to which his/her attendance affects the continuity of instruction.				
B. Teaching Skills				
1. There should be effective communication between the instructor and student. How would you rate this instructor in the following areas of communication?	☐	☐	☐	☐
a. He/she makes students aware of their progress.	☐	☐	☐	☐
b. He/she explains what is right or wrong about assignments or work.	☐	☐	☐	☐
c. He/she recognizes and adjusts teaching methods to different levels of student achievement in class.	☐	☐	☐	☐
2. The instructor who applies variety to teaching methods uses many techniques to assist learning. Rate this instructor as to use of the following:				
a. Guest speakers	☐	☐	☐	☐
b. Special class activities	☐	☐	☐	☐
c. Field trips	☐	☐	☐	☐
d. Audiovisuals	☐	☐	☐	☐
e. Printed handouts	☐	☐	☐	☐
3. Students' knowledge of their progress is of utmost importance in a learning situation. How would you rate this instructor in the following areas?				
a. His/her grading procedures are clearly described.	☐	☐	☐	☐
b. He/she clearly indicates what material tests will cover.	☐	☐	☐	☐
c. Student tests are graded within a reasonable time.	☐	☐	☐	☐
d. He/she reviews test results with his/her students.	☐	☐	☐	☐

		3	2	1	0
4.	Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate this instructor in the following areas?				
a.	His/her classes and laboratories begin at the scheduled time.	☐	☐	☐	☐
b.	His/her students are dismissed at the scheduled time.	☐	☐	☐	☐
c.	He/she is present when classes are in session.	☐	☐	☐	☐
d.	He/she uses his/her planning time effectively.	☐	☐	☐	☐
e.	He/she uses his/her planning time effectively.	☐	☐	☐	☐
5.	Subject matter must be presented in an organized manner. How would you rate this instructor in the following areas?				
a.	Subject matter is presented in an order which helps students understand.	☐	☐	☐	☐
b.	He/she stays on subject or related material. Does not waste class time on unrelated material.	☐	☐	☐	☐
c.	His/her assignments are clear and easily understood.	☐	☐	☐	☐
d.	He/she gives enough time for completion of assignments.	☐	☐	☐	☐
e.	He/she is well prepared to conduct classes/laboratories each day.	☐	☐	☐	☐
f.	He/she has a daily lesson plan and uses it.	☐	☐	☐	☐
g.	He/she reevaluates and/or revises course syllabi when appropriate.	☐	☐	☐	☐
6.	The instructor should be fair when working with students. How would you rate this instructor in the following areas?				
a.	He/she gives the grades earned.	☐	☐	☐	☐
b.	He/she gives individuals a fair share of his/her time.	☐	☐	☐	☐
c.	He/she makes class assignments which apply equally to all persons.	☐	☐	☐	☐
d.	He/she posts and meets office hours.	☐	☐	☐	☐
7.	Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between this instructor and his/her students.				
a.	He/she is considerate and tolerant of students opinions.	☐	☐	☐	☐

	3	2	1	0
b. He/she gives personal attention to his/her students when needed.	☐	☐	☐	☐
c. He/she is courreous toward students.	☐	☐	☐	☐
d. He/she displays self-control toward students.	☐	☐	☐	☐
e. He/she gives criticism in a courteous and helpful manner.	☐	☐	☐	☐
f. He/she encourages students to ask questions.	☐	☐	☐	☐
g. He/she responds to student questions in a considerate and courteous manner.	☐	☐	☐	☐
h. His/her relationship with his/her students is not influenced because they are male or female.	☐	☐	☐	☐
i. His/her relationship with his/her students is not influenced by his/her particular race.	☐	☐	☐	☐
j. His/her relationship with his/her students is not influenced because of students' age.	☐	☐	☐	☐
8. An efficient instructor processes paper work promptly and accurately. How do you rate this instructor? He/she submits required paper work and reports that are prompt and accurate.	☐	☐	☐	☐
9. All staff, including instructors, should assist in job placement efforts. How do you rate this instructor?				
a. He/she assists the students in his/her program in finding jobs for which they are trained.	☐	☐	☐	☐
b. He/she assists the job placement coordinator and other staff in the job placement effort.	☐	☐	☐	☐
10. Instructors should maintain a positive relationship with related buisiness and industry. How do you rate this instructor in this area?				
a. He/she has business and/or industrial representatives visit his/her program.	☐	☐	☐	☐
b. He/she visits business and/or industries that relate to his/her instructional program.	☐	☐	☐	☐

11. Please indicate below any areas in which assistance needs to be provided to this instructor.

Sample Document 2

SUPERVISORY PERCEPTIONS
PROGRAM

Program ____

Date ____

This program evaluation is based on the standards of the Southern Association of Colleges and Schools. The evaluation is to be done by the Department Chairperson during a formally scheduled visit. It is the responsibility of the chairperson to verify the evidence available to support the standard and render a judgement as to whether or not the standard has been met.

Please respond "yes" or "no" to each item. All standards not met are to be explained on the last page, along with any comments or suggestions for improvements. The coordinator is to provide the department with a copy of the evaluation.

PROGRAM

_____ 1. There is a copy of the school catalog present in the department, available for use by faculty and students, which contains the philosophy and purpose of the institution. The goals, objectives, and description of the occupational program.

_____ 2. The program clearly reflects the philosophy and purpose of the institution and the needs of the students.

_____ 3. Admissions requirements are reasonable in relation to expectations of student success.

_____ 4. There is evidence of semi-annual advisory committee meetings.

_____ 5. The department comprehends and participates in a system of evaluation which leads to the up-dating and/or improvement of the individual instructor and the occupational program.

_____ 6. The instructional program is organized to provide the knowledge and skills development that are essential for success in the occupation.

_____ 7. Within the classrooms, shops, and laboratories, there is evidence that instruction has been properly organized and is being implemented through multi-media approaches.

_____ 8. Teaching methods and procedures make provisions for individual differences and needs.

____ 9. To ensure skill proficiency, sufficient practice is provided with appropriate and suitable equipment similar to that currently accepted in business and industry.

____ 10. Job orientation, work habits, and attitudes are interwoven into the instructional program to assure job compatibility.

____ 11. Activities which include health emphasis, job safety, and fire prevention are an integral part of instruction.

____ 12. Records showing the progress of the individual student are maintained and made a part of his/her permanent file

____ 13. There is a system of evaluating student achievement.

____ 14. There is demonstrated a continuous effort to determine the effectiveness, reliability, and validity of the methods of evaluation.

____ 15. Lesson plans have been developed and are utilized.

STAFF

____ 16. There is evidence of liaison between each instructor and the respective business or industry.

PHYSICAL FACILITIES

____ 17. Existing facilities include adequate space and utilities in classrooms, laboratories, and shop areas which provide for safe and orderly instruction.

____ 18. There is adequate light, heat, and ventilation in all areas of the facility with particular attention to conditions which might adversely affect health and safety.

EQUIPMENT AND SUPPLIES

____ 19. Proper equipment and adequate instructional and non-instructional supplies are made available to support the instructional programs offered by the institution.

____ 20. Equipment selected represents the grade and type used by business and industry.

____ 21. The department has a system of supply and equipment inventory which includes instructional and non-instructional items.

_____ 22. All instructional equipment and supplies meet appropriate safety standards.

_____ 23. First aid supplies are readily available.

LEARNING RESOURCE CENTER

_____ 24. There is a learning resource center provided by the department.

_____ 25. The learning resource center(s) includes sufficient materials to facilitate a multimedia approach to instruction.

_____ 26. The equipment and material are appropriate to the needs of the programs served.

_____ 27. Materials include such items as audio-visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals.

_____ 28. A current inventory is maintained and updated bi-annually.

_____ 29. A plan exists for annually evaluating the effectiveness of the learning resource center(s).

PLACEMENT AND FOLLOW-UP

_____ 30. There is evidence in the department that a follow-up program is conducted annually; which collects, records, and maintains employment information over a five-year period is in operation. (Such as the annual follow-up report of the placement office.)

DESCRIBE ANY STANDARDS NOT MET AND ADD ANY COMMENTS OR SUGGESTIONS BELOW:

SUPERVISORY PERCEPTIONS
Department Chairperson

Person to be rated ____________________________

INSTRUCTIONS: Please rate the person named above on each of the items listed below. Be frank and honest--no one will have any way of knowing how you personally answered these questions.

Please read each question carefully. Then circle the number that matches the response closest to your view. Use the rating scale to the right.

0 = NO OPINION OR DON'T KNOW
1 = NEVER
2 = SELDOM
3 = SOMETIMES
4 = USUALLY
5 = ALWAYS

Circle one number for each item.	NO OPINION	NEV	SEL	SOM	USU	ALW
1. Demonstrates broad knowledge and . . thorough understanding of his/her administrative area.	0	1	2	3	4	5
2. Understands the important details. . of his/her staff's work.	0	1	2	3	4	5
3. Shows interest and enthusiasm in . . his/her work.	0	1	2	3	4	5
4. Expresses his/her thoughts clearly . and effectively.	0	1	2	3	4	5
5. Sets clearly defined goals and . . . objectives for himself/herself and his/her staff.	0	1	2	3	4	5
6. Plans carefully and anticipates. . . possible problems.	0	1	2	3	4	5
7. Follows his/her own plans and . . . exhibits the persistence necessary to accomplish goals and objectives.	0	1	2	3	4	5
8. Is well organized.	0	1	2	3	4	5

	Circle one number for each item.	NO OPINION	NEV	SEL	SOM	USU	ALW
9.	Effectively manages the efforts of those who work for him/her so that his/her organization operates at peak efficiency. . .	0	1	2	3	4	5
10.	Makes thoughtful, well reasoned decisions. . .	0	1	2	3	4	5
11.	Works hard	0	1	2	3	4	5
12.	Makes sure that important work gets done on time. . . .	0	1	2	3	4	5
13.	Adjusts quickly to changes in plans or procedures. . . .	0	1	2	3	4	5
14.	Performs well under pressure	0	1	2	3	4	5
15.	Controls his/her emotions even when things are not going right. . . .	0	1	2	3	4	5
16.	Effectively evaluates programs, practices, and personnel. . .	0	1	2	3	4	5
17.	Is willing to try new approaches or methods. . .	0	1	2	3	4	5
18.	Clearly defines and explains what he/she expects of staff members. .	0	1	2	3	4	5
19.	Hires the most capable people he/she can get. . .	0	1	2	3	4	5
20.	Supports those who work for him/her.	0	1	2	3	4	5
21.	Is conscious of the problems that exist at your level. .	0	1	2	3	4	5
22.	Encourages staff memebers to raise questions and express their opinions. .	0	[illegible]	2	3	4	5
23.	Considers viewpoints that differ from his/her own. . .	0	1	2	3	4	5

Circle one number for each item.	NO OPINION	NEV	SEL	SOM	USU	ALW
24. Encourages staff members to . . . . develop innovative solutions to problems.	0	1	2	3	4	5
25. Creates a feeling of unity and . . enthusiasm among those he/she has contact with.	0	1	2	3	4	5
26. Is courteous and considerate . . .	0	1	2	3	4	5
27. Is honest and dependable in . . . . his/her dealings with staff members.	0	1	2	3	4	5
28. Treats all staff members fairly . . and impartially.	0	1	2	3	4	5
29. Compliments and thanks staff . . . members appropriately and sincerely.	0	1	2	3	4	5
30. Recognizes and rewards staff . . . members' achievements.	0	1	2	3	4	5
31. Supports the College's policies, . procedures, and philosophy.	0	1	2	3	4	5
32. Does a good job of promoting . . . the College's public image.	0	1	2	3	4	5

CHAPTER EIGHT

INSTRUCTOR PERCEPTIONS

This chapter provides a methodology to assess instructor's perceptions of the following:

Self (Instructors)

Program

Student Personnel and Support Services

Department Chairperson

The self-assessment instruments for instructors assist in the construction in a self-review of their teaching effectiveness and mastery of occupational competencies. Examples of competency listings for three programs are included as sample documents.

Procedures for administration and data utilization, instructor perception forms, and other sample documents are included. One copy of each of the instructor perception questionnaires could serve as a tally instrument and composite report for teacher responses.

Goal and Objectives

Goal

To record instructors' perceptions of the program, student personnel and support services, department chairperson, and their own individual performance.

Objectives

The objectives of this chapter are to solicit instructor perceptions in helping to do the following:

1. Provide for valid staff development activities designed to fulfill self-identified needs.
2. Identify needed occupational program improvements, in areas such as curriculum, resource materials, physical facilities, and equipment.

3. Identify strengths and weaknesses of student personnel and support services as related to individual instructor and program needs.

4. Identify strengths and weaknesses of the department chairperson as related to individual instructor, program, and institutional needs.

Procedures for Administration

Select Institutional Representative

Prior to the commencement of any evaluation activities, the institution should designate an institutional representative to be in charge of administration of this evaluative component. It is recommended that the institutional representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

Identify Components of Instructor Perceptions

Instructor perception components are the following:

1. Self (instructor)
2. Occupational Program
3. Student Personnel and Support Services
4. Department Chairperson

Assign Responsibilities of Institutional Personnel

1. Institutional Representative

   a. Selects a faculty-administrative committee to review and modify instruments.

   b. Maintains master copies of assessment forms.

   c. Duplicates sufficient quantities of forms for use with all instructors.

   d. Distributes all assessment forms to instructors at appropriate times. Refer to the Flow Chart in this chapter for implementation of this evaluative process. The forms should be accompanied by a memo (Sample Document 1) explaining the need for and importance of this information. The memo should designate a deadline return date and the name of the person to whom the completed forms should be returned.

2. Department Chairperson

   a. Orients instructors in a positive manner to this assessment process in order to gain their acceptance and cooperation.

   b. Receives the instructor's completed self-and program assessment forms.

   c. Holds conferences with indiviudal instructors, reviews and discusses self-assessment.

   d. Meets with program instructors as a group to discuss the program evaluation.

   e. Records identified instructor needs on Individual Needs Analysis Profiles and program needs on Program Needs Analysis Profiles.

3. Instructor

   a. Completes assessment forms for self, program, student personnel and support services, and department chairperson. Return completed forms to appropriate persons as indicated on the memo attached to the forms at the time of issuance.

   b. Participates in an individual conference with department chairperson regarding self-needs.

   c. Participates in a group conference with department chairperson and all staff of the occupational program to discuss program needs.

4. Director or Director's Designate

   a. Receives assessment forms from instructors for department chairperson, student personnel and support services.

   b. Holds conference with appropriate personnel concerning identified needs.

   c. Records identified needs on appropriate needs analysis profiles.

Explain Instruments

1. Self-Assessment

Each instructor is asked to rate himself/herself (Sample Document 2). This assessment form identifies competencies related to individual instructor effectiveness and occupational competency.

The instructors should review competencies developed for their respective occupational field, assess their mastery of these competencies, and make recommendations for self-improvement (Sample Document 3).

2. Program Evaluation

Using data obtained from advisory board members and self-perceived weaknesses and strengths, each instructor evaluates components of the occupational program in which he/she teaches. (Sample Document 4).

3. Student Personnel and Support Services

The instructors give their perceptions of the student personnel and support services to identify strengths and weaknesses as related to their individual needs and support of the total program (Sample Document 5). This chapter includes sample instructor perception questionnaires for Student Personnel and Support Services that include Admissions and Counseling, Registrar, Job Placement and Follow-up, Media Services, Instructional Materials Center, and Pre-Tech. Institutions with other services must develop instruments to meet the needs of that institution. The sample instruments may need to be modified to meet local existing conditions.

4. Department Chairperson

Instructors give their perceptions of the strengths and weaknesses of their department chairperson (Sample Document 6). These perceptions provide data to the supervisory staff and the administration upon which decisions for need fulfillment and improvement activities can be based. The instruments (Sample Documents, 2, 3, 4, 5, & 6) were designed to meet the needs of one institution. Other institutions may need to develop additional instruments for assessment of supervisory personnel.

Procedures for Data Analysis

Tally Instructions

Instructor perceptions concerning the program, student personnel, and support services, and department chairperson should be tallied for presentation of a "total" picture to the appropriate persons. One copy of each of the instructor perception questionnaires could serve as a tally instrument and composite report for responses.

Supervisory and student personnel and support services personnel should be apprised of aggregate responses. Written comments should be typed verbatim with no identifying remarks. Many tally techniques could be utilized in collecting and presenting this information. Hand tallying has served to be an adequate method.

Record on Needs Analysis Profiles

Identified needs are recorded on the appropriate needs analysis profiles by the institutional personnel designated under "Assigning Responsibilities to Institutional Personnel" in this chapter.

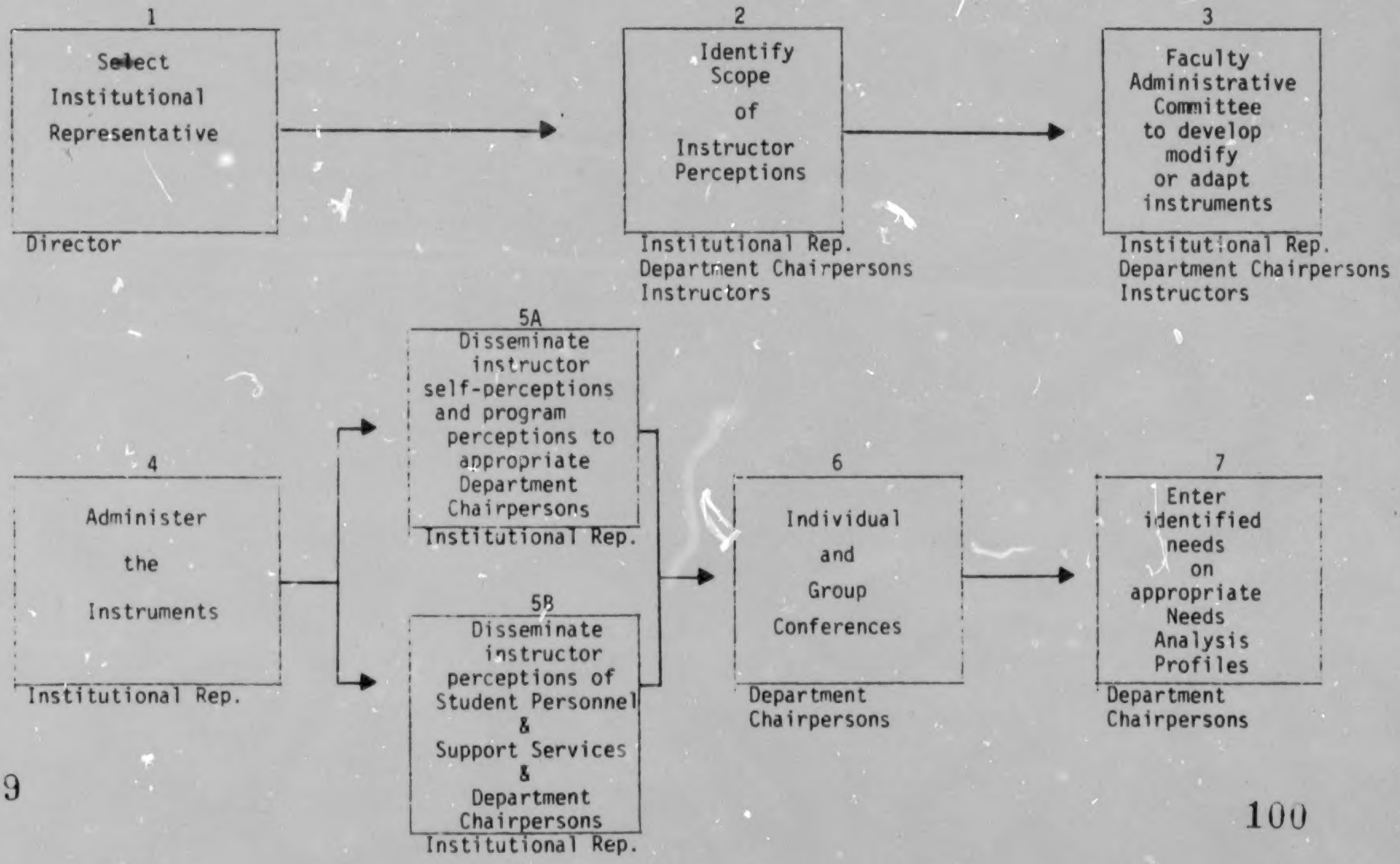
Data Utilization

The primary purposes of those evaluation materials is to provide for (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this document to be meaningful, the data must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement.

Flow Chart--Instructor Perceptions

The flow chart on the following page identifies the process of getting the instructor perceptions and analyzing the data.

FLOW CHART INSTRUCTOR PERCEPTIONS


1
Select Institutional Representative
Director
2
Identify Scope of Instructor Perceptions
Institutional Rep.
Department Chairpersons
Instructors
3
Faculty Administrative Committee to develop modify or adapt instruments
Institutional Rep.
Department Chairpersons
Instructors
4
Administer the Instruments
Institutional Rep.
5A
Disseminate instructor self-perceptions and program perceptions to appropriate Department Chairpersons
Institutional Rep.
5B
Disseminate instructor perceptions of Student Personnel & Support Services & Department Chairpersons
Institutional Rep.
6
Individual and Group Conferences
Department Chairpersons
7
Enter identified needs on appropriate Needs Analysis Profiles
Department Chairpersons

LISTING OF SAMPLE DOCUMENTS

Number of Document	Name of Document
1	Example Memo
2	Instructor Perceptions Questionnaire Self-Assessment
3	Self-Improvement Activities
4	Instructor Perceptions Questionnaire Program Evaluation
5	Instructor Perceptions Questionnaire Student Personnel and Support Services
6	Instructor Perceptions Questionnaire Department Chairperson
7	Alternative Instrument for Gathering Data from Instructors

SAMPLE MEMO

TO: All Faculty
FROM:
DATE:
SUBJECT: Instructor Perceptions

The following forms are designed to give you an opportunity to express your needs and perceptions as they relate to yourself and the administrative, supervisory, and support services provided to you. Your ratings and constructive comments will help provide better administration, supervision, and support that will assist you as you seek to do your job.

Your name is required only on this cover sheet for return identification purposes and on those forms that relate to you. It is not required that you sign the other forms. Leave blank any item not applicable to you. Please turn these forms in to me by ______________________. Upon receipt, all forms will be separated to ensure confidentiality of your ratings of other persons.

Sample Document 2

INSTRUCTOR PERCEPTION QUESTIONNAIRE
SELF-ASSESSMENT

Instructor ______________________________ Date ______________

Program ____

The following questionnaire is designed as a self-rating instrument to help you evaluate your effectiveness as a teacher. The competencies listed were developed by a faculty-administrative committee and are based on nationally recognized teacher competencies.

The comments and ratings you make on this form are strictly to help you identify your needs as a teacher, so that appropriate activities in staff development may be focused on those needs. **None of the responses in this document will be used in your annual personnel evaluation for contract renewal.** Please give this information your careful consideration.

Rating Scale

3 – NEEDS VERY LITTLE IMPROVEMENT
2 – NEEDS SOME IMPROVEMENT
1 – NEEDS TO IMPROVE
0 – NOT APPLICABLE

A. Personal Qualifications

1. There should be effective interaction between the instructor and other professional staff. How would you rate your interaction with those listed below?

	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
a. Other instructors	☐	☐	☐	☐
b. Your Department Chairperson	☐	☐	☐	☐
c. Associate Director for Student Personnel	☐	☐	☐	☐
d. Associate Director for Student Personnel	☐	☐	☐	☐
e. Director	☐	☐	☐	☐
f. Media Specialist	☐	☐	☐	☐
g. Coordinator of Special Needs Program	☐	☐	☐	☐
h. Registrar	☐	☐	☐	☐
i. Secretarial Staff	☐	☐	☐	☐
j. Developmental Studies	☐	☐	☐	☐

	3	2	1	0
2. An instructor should exert continuous effort toward improved performance. Rate yourself on the items below.				
a. Extent to which mental effort is applied to performance.	☐	☐	☐	☐
b. Extent to which physical effort is applied to performance.	☐	☐	☐	☐
3. In order to promote instructional continuity, instructors should be in attendance on a regular basis. How would you rate yourself?				
Extent to which my attendance affects the continuity of instruction.				
a. I make students aware of their progress.	☐	☐	☐	☐
b. I explain what is right or wrong about assignments or work.	☐	☐	☐	☐
c. I assign learning activities to improve my students performance.	☐	☐	☐	☐
B. Teaching Skills				
1. There should be effective communication between the instructor and student. How would you rate yourself in the following areas of communication?				
a. I make students aware of their progress.	☐	☐	☐	☐
b. I explain what is right or wrong about assignments or work.	☐	☐	☐	☐
c. I assign learning activities to improve my students performance.	☐	☐	☐	☐
2. The instructor who applies variety to teaching methods uses many techniques to assist learning.				
Rate yourself as to the use of:				
a. Guest speakers	☐	☐	☐	☐
b. Special class activities.	☐	☐	☐	☐
c. Field trips	☐	☐	☐	☐
d. Audiovisuals	☐	☐	☐	☐
e. Printed handouts	☐	☐	☐	☐
3. Students' knowledge of their progress is of utmost importance in a learning situation. How would you rate yourself in the following areas?				
a. My grading procedures are clearly described.	☐	☐	☐	☐

	3	2	1	0
b. I clearly indicate what material tests will cover.	☐	☐	☐	☐
c. Student tests are graded within a reasonable time.	☐	☐	☐	☐
d. I review test results with my students.	☐	☐	☐	☐
4. Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate yourself in the following areas?				
a. My classes and laboratories begin at the scheduled time.	☐	☐	☐	☐
b. My students are dismissed at the scheduled time.	☐	☐	☐	☐
c. I am present when classes are in session.	☐	☐	☐	☐
d. I am available to assist students when classes/laboratories are in session.	☐	☐	☐	☐
e. I use my planning time effectively.	☐	☐	☐	☐
5. Subject matter must be presented in an organized manner. How would you rate yourself in the following areas?				
a. Subject matter is presented in an order which helps students understand.	☐	☐	☐	☐
b. I stay on subject or related material and do not waste class time on unrelated material.	☐	☐	☐	☐
c. My assignments are clear and easily understood.	☐	☐	☐	☐
d. I give enough time for completion of assignments.	☐	☐	☐	☐
e. I am well prepared to conduct classes/laboratories each day.	☐	☐	☐	☐
f. I have a daily lesson plan and use it.	☐	☐	☐	☐
6. The instructor should be fair when working with students. How would you rate yourself in the following areas?				
a. I give the grades earned.	☐	☐	☐	☐
b. I give individuals a fair share of my time.	☐	☐	☐	☐
c. I make class assignments which apply equally to all persons.	☐	☐	☐	☐
7. Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between you and your students.				
a. I am considerate and tolerant of students' opinions.	☐	☐	☐	☐

	3	2	1	0
b. I give personal attention to my students whn needed.	☐	☐	☐	☐
c. I am courteous toward students.	☐	☐	☐	☐
d. I display self-control toward students.	☐	☐	☐	☐
e. I give criticism in a courteous and helpful manner.	☐	☐	☐	☐
f. I encourage students to ask questions.	☐	☐	☐	☐
g. I respond to student questions in a considerate and courteous manner.	☐	☐	☐	☐
h. I feel that my relationship with my students is not influenced by his/her particular race.	☐	☐	☐	☐
i. I feel that my relationship with students is not influenced because they are male or female.	☐	☐	☐	☐
j. I feel that my relationship with my students is not influenced because of his/her age.	☐	☐	☐	☐
8. An efficient instructor processes paper work promptly and accurately. How do you rate yourself?				
I submit required paper work and reports that are prompt and accurate.	☐	☐	☐	☐
9. All staff, including instructors, should assist in job placement efforts. How do you rate yourself?				
a. I assist the students in my program in finding jobs for which they are trained.	☐	☐	☐	☐
b. I assist the job placement coordinator and other staff in the job placement effort.	☐	☐	☐	☐
10. Instructors should maintain a positive relationship with related business and industry. How do you rate yourself in this area?				
a. I have business and/or industrial representatives visit my program.	☐	☐	☐	☐
b. I visit business and/or industries that relate to my instructional program.	☐	☐	☐	☐

11. What changes could be instituted that would help you improve?

12. What additional resources could be provided to assist you in your work?

C. Occupational Knowledges and Skills

Identify below those occupational knowledges and skills that you feel you need to strengthen or improve upon. Also, list any new skills or techniques emerging in your occupational area with which you need to become familiar. In identifying these needs, it would be helpful for you to review the skill demands of your curriculum, or competency listings, such as VTECS, or NOBELS (Business Education), or other such lists. Please list in priority order.

1.
2.
3.
4.
5.

Sample Document 3

SELF-IMPROVEMENT ACTIVITIES

Instructor ____

Program ____________________________________ Year __________

Directions: Please list all staff development improvement activities in which you participated this past year, for example, courses, workshops, conferences, local and state staff development activities. This information will provide a record of what you have done and provide data for planning of your future staff development activities.

Improvement Activity	Approximate Date

Sample Document 4

INSTRUCTOR PERCEPTION QUESTIONNAIRE

PROGRAM EVALUATION

Program: ______________________________ Instructor ________________________

In the appropriate space below identify any needs by specific items of your instructional program that could be addressed through acquisition, modification, or staff development.

I. Curriculum Needs--(Unit modifications, additions, deletions)

II. Instructional Equipment Needs--(New occupational or audiovisual equipment or student or office furniture needed)

III. Learning Resource Needs--(Audiovisuals, books, organizational systems, etc.)

IV. Physical Facility Needs--(Modifications of classroom or lab space)

V. Instructional Supply needs--(Major expenditures to individualized instruction or other supply needs not covered by regular budget)

VI. Other Program Needs

Sample Document 5

INSTRUCTOR PERCEPTIONS QUESTIONNAIRE
STUDENT PERSONNEL AND SUPPORT SERVICES

Rating Scale

3 – NEEDS VERY LITTLE IMPROVEMENT
2 – NEEDS SOME IMPROVEMENT
1 – NEEDS TO IMPROVE
0 – NOT APPLICABLE

	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
A. Admissions and Counseling				
1. Is thoroughly familiar with school policy and procedure.	☐	☐	☐	☐
2. Applies policies and procedures equally to all personnel and programs.	☐	☐	☐	☐
3. Is familiar with the curriculum goals and objectives of your program.	☐	☐	☐	☐
4. Provides accurate information to students and prospective students about your program.	☐	☐	☐	☐
5. Is available on a regular basis to you for counsel and assistance regarding student problems.	☐	☐	☐	☐
6. Is effective in assisting you with problem situations.	☐	☐	☐	☐
7. Provides appropriate feedback to you after counseling with student	☐	☐	☐	☐
8. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
B. Registrar				
9. Maintains a student record system that provides for effective work with the students.	☐	☐	☐	☐
10. Provides an orderly student registration system.	☐	☐	☐	☐
11. Provides an effective system for receiving and processing student quarterly grades.	☐	☐	☐	☐
12. Provides an effective system or reporting student attendance.	☐	☐	☐	☐
13. Provides positive assistance to students in need of financial aid.	☐	☐	☐	☐
14. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
C. Job Placement and Follow-up				
15. Effectively communicates the services offered through the job placement and follow-up office.	☐	☐	☐	☐

PAGE TWO

	3	2	1	0
16. Effectively assists you in the placement and follow-up of students.	☐	☐	☐	☐
17. Provides feedback to you about results of placement effort.	☐	☐	☐	☐
18. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
D. Media Services				
19. Provides a full range of media services to assist the instructor.	☐	☐	☐	☐
20. Is available to assist and consult with you on your media needs.	☐	☐	☐	☐
21. Maintains an adequate inventory of media equipment for instructor use.	☐	☐	☐	☐
22. Provides effective assistance when requested.	☐	☐	☐	☐
23. Provides adequate space and equipment for instructors to produce media materials.	☐	☐	☐	☐
24. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
E. Instructional Materials Center.				
25. Types, reproduces, and collates teacher tests and other instructional materials efficiently.	☐	☐	☐	☐
26. Schedules work and produces within requested time limit.	☐	☐	☐	☐
27. Produces work of good quality.	☐	☐	☐	☐
28. Assists instructors in reproducing materials.	☐	☐	☐	☐
29. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
F. Developmental Studies.				
30. Has effectively communicated the services available to you and to students.	☐	☐	☐	☐
31. Students who have completed developmental studies generally have the same basic skills as other students.	☐	☐	☐	☐
32. Readily accepts your referrals of students for special help.	☐	☐	☐	☐
33. Provides meaningful help to students who are referred.	☐	☐	☐	☐
34. Provides assistance to help you work with disadvantaged or handicapped students in your program.	☐	☐	☐	☐
35. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
36. Please make any constructive comments that would improve these services to better meet your needs and the needs of the students.	☐	☐	☐	☐

Sample Document 6

INSTRUCTOR PERCEPTION QUESTIONNAIRE OF DEPARTMENT CHAIRPERSON

Rating Scale

3 – NEEDS VERY LITTLE IMPROVEMENT
4 – NEEDS SOME IMPROVEMENT
5 – NEEDS TO IMPROVE

Name of Coordinator ____________________

Date ____________________

The Department Chairperson

A. Generic and Support Considerations

	Needs very little improvement	Needs some improvement	Needs to improve	Not applicable
1. Is thoroughly familiar with school policies and procedures.	☐	☐	☐	☐
2. Applies school policy and procedures edually to all.	☐	☐	☐	☐
3. Provides the teacher with assistance in acquiring necessary materials, supplies, and equipment.	☐	☐	☐	☐
4. Is available on a regular basis to assist instructors.	☐	☐	☐	☐
5. Demonstrates an ability to work through problem situations.	☐	☐	☐	☐
6. Provides leadership by example.	☐	☐	☐	☐
7. Is dedicated to making your instructional program as efficient as possible.	☐	☐	☐	☐
8. Demonstrates interpersonal skills that result in productivity by:				
a. Seeking feedback and information.	☐	☐	☐	☐
b. Diagnosing individual and group problems.	☐	☐	☐	☐
c. Resolving conflicts.	☐	☐	☐	☐
d. Utilizes effective interpersonal communication skills.	☐	☐	☐	☐
e. Controls his/her emotions when things are not going well.	☐	☐	☐	☐
f. Encourages questions and considers viewpoints that differ from his/her own.	☐	☐	☐	☐
9. Demonstrates decision making skills by:				
a. Seeking related information from a variety of sources.	☐	☐	☐	☐

	3	2	1	0
b. Consulting with those whom the decision affects.	☐	☐	☐	☐
c. Identifying alternative strategies and consequences.	☐	☐	☐	☐
d. Selecting and implementing a strategy.	☐	☐	☐	☐
10. Observes program operation and individual instructors on a regular basis so as to be in position to offer appropriate assistance.	☐	☐	☐	☐
B. Curriculum and Instruction.				
11. Is familiar with the objectives and curriculum of your program.	☐	☐	☐	☐
12. Continuously emphasizes curriculum development and instructional improvement.	☐	☐	☐	☐
13. Assists instructional personnel in:				
a. Writing goals and objectives.	☐	☐	☐	☐
b. Selecting content.	☐	☐	☐	☐
c. Selecting strategies.	☐	☐	☐	☐
d. Selecting student evaluation methods and procedures.	☐	☐	☐	☐
14. Assists instructional personnel in developing strategies and skills in classroom management.	☐	☐	☐	☐
15. Provides leadership and assistance in the improvement of teaching techniques employed by individual instructors.	☐	☐	☐	☐
C. Professional Growth				
16. Works with the instructors to develop appropriate staff development plans that are designed to meet the identified needs.	☐	☐	☐	☐
17. Participates in formal evaluations that identify the needs of individual instructors and their programs.	☐	☐	☐	☐
18. Makes individuals aware of the results of evaluation and needs assessments conducted.	☐	☐	☐	☐
19. Seeks and utilizes suggestions from staff for improvement.	☐	☐	☐	☐
20. Please indicate below any constructive suggestions that will assist your department chairperson to improve his/her assistance to you.	☐	☐	☐	☐

ALTERNATIVE INSTRUMENT

The following instrument is taken from Olympia Technical Community College in Olympia, Washington, (Bullpitt, 1980) and provides an alternative methodology for gathering data from instructors.

Sample Document 7

FACULTY APPRAISAL OF PROGRAM

Program ____________________

Date ____________________

DIRECTIONS FOR RATING
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
I. GOALS							
A. Goals and Objectives							
1. Written general program goals are:							
– Understood and committed to by administrators, counselors and instructors.	☐	☐	☐	☐	☐	☐	☐
2. College planning for programs includes:							
– Participation by administrators.	☐	☐	☐	☐	☐	☐	☐
– Participation by instructors, counselors and other support personnel.	☐	☐	☐	☐	☐	☐	☐
3. The College educational plan is used as a basis for:							
– Implementing specific programs.	☐	☐	☐	☐	☐	☐	☐
– Evaluating specific programs.	☐	☐	☐	☐	☐	☐	☐
4. Written program objectives are:							
– On file for the program and stated in measurable terms.	☐	☐	☐	☐	☐	☐	☐
– Used to evaluate the program.	☐	☐	☐	☐	☐	☐	☐
5. Written performance objectives are:							
– On file for courses and stated in measurable terms.	☐	☐	☐	☐	☐	☐	☐
– Available to students.	☐	☐	☐	☐	☐	☐	☐
– Used to keep students aware of progress.	☐	☐	☐	☐	☐	☐	☐
B. Labor Market and Community Needs							
1. Data on labor market needs are:							
– Kept current for the program using a variety of sources.	☐	☐	☐	☐	☐	☐	☐
– Used in planning and evaluating the program.	☐	☐	☐	☐	☐	☐	☐
2. Profession/industry standards are:							
– Used as a basis for planning and evaluating the program.	☐	☐	☐	☐	☐	☐	☐
– Used as a basis for planning and evaluating course content and instructional approaches.	☐	☐	☐	☐	☐	☐	☐
3. Data on community population needs for training, retraining and upgrading job skills are							
– Kept current for the program.	☐	☐	☐	☐	☐	☐	☐
– Used in planning and evaluating the program.							
– Used in scheduling and locating the program.	☐	☐	☐	☐	☐	☐	☐
4. Data on job performance requirements and trends are:							
– Kept current for the program.	☐	☐	☐	☐	☐	☐	☐
– Used to develop and evaluate the program.	☐	☐	☐	☐	☐	☐	☐
– Used to plan and evaluate course content.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW – Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
II. PROCESSES							
A. Instruction							
1. Instructional approaches are adapted to:							
– Recognize occupational objectives of students.	☐	☐	☐	☐	☐	☐	☐
– Meet individual needs of students.	☐	☐	☐	☐	☐	☐	☐
– Provide learning assistance for students with special needs.	☐	☐	☐	☐	☐	☐	☐
– Provide hands on, job related experiences.	☐	☐	☐	☐	☐	☐	☐
2. Applicable support courses are:							
– Closely coordinated with the program.	☐	☐	☐	☐	☐	☐	☐
– Relevant and current to needs of the student.	☐	☐	☐	☐	☐	☐	☐
B. Articulation is Maintained with:							
– Educational institutions offering occupational programs (such as high schools, other community and four-year colleges).	☐	☐	☐	☐	☐	☐	☐
– Community agencies involved with occupational education (such as CETA, DVR).	☐	☐	☐	☐	☐	☐	☐
C. Related Work Experience or Equivalent Clinical Experience Is:							
– Available at convenient locations to all students, day and evening, enrolled in the program.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with classroom instruction.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with employer supervision.	☐	☐	☐	☐	☐	☐	☐
D. Disadvantaged							
1. Special services for disadvantaged students in the program are:							
Coordinatead by qualified staff.	☐	☐	☐	☐	☐	☐	☐
– Coordinated with program instruction.	☐	☐	☐	☐	☐	☐	☐
2. Special services for handicapped students in the program are:							
– Readily available.	☐	☐	☐	☐	☐	☐	☐
– Coordinated by qualified staff.							
– Coordinated with program instruction.	☐	☐	☐	☐	☐	☐	☐
– Planned to include modification and adaptation of facilities and equipment where needed.	☐	☐	☐	☐	☐	☐	☐
3. Special services for the reentry student or displaced homemaker are:							
– Readily available.	☐	☐	☐	☐	☐	☐	☐
– Available to assist with the transition/adjustment to the college scene.	☐	☐	☐	☐	☐	☐	☐
– Coordinated by qualified staff.	☐	☐	☐	☐	☐	☐	☐
Coordinated with program instruction.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
4. Additional services for students with special needs are evaluated through:							
– Monitoring the progress of the students.	☐	☐	☐	☐	☐	☐	☐
– Assessing program/services accomplishments in relation to planned objectives.	☐	☐	☐	☐	☐	☐	☐
– Follow up studies to determine employment success of these students.	☐	☐	☐	☐	☐	☐	☐
E. Emphasis on Overcoming Sex Bias, Discrimination and Stereotyping is Given to:							
– Program enrollments, recruitment and admission policies.	☐	☐	☐	☐	☐	☐	☐
– Course and program content and teaching methods.	☐	☐	☐	☐	☐	☐	☐
– Selection of curricular materials.	☐	☐	☐	☐	☐	☐	☐
– Job development and placement.	☐	☐	☐	☐	☐	☐	☐
– Student counseling and guidance.	☐	☐	☐	☐	☐	☐	☐
– Staff recruitment, selection and promotion.	☐	☐	☐	☐	☐	☐	☐
F. Counseling, Advising							
1. Counseling and guidance services are:							
– Available and accessible for all students in the program–day or night.	☐	☐	☐	☐	☐	☐	☐
– Keyed to student career and program interests and needs.	☐	☐	☐	☐	☐	☐	☐
– Informing students of nontraditional job opportunities for both sexes.	☐	☐	☐	☐	☐	☐	☐
– Provided by a qualified, knowledgeable staff.	☐	☐	☐	☐	☐	☐	☐
– Use a variety of resources that are relevant to student needs.	☐	☐	☐	☐	☐	☐	☐
2. Program includes economic instruction which helps the student:							
– Understand employee responsibilities and rights.	☐	☐	☐	☐	☐	☐	☐
– Evaluate job opportunities in relation to salary, benefits and conditions of employment.	☐	☐	☐	☐	☐	☐	☐
– Understand the principles of business operation and cost of doing business.	☐	☐	☐	☐	☐	☐	☐
3. Program includes consumer education which helps students:							
– Manage time and money.	☐	☐	☐	☐	☐	☐	☐
– Become a wise shopper.	☐	☐	☐	☐	☐	☐	☐
– Conduct personal business transactions.	☐	☐	☐	☐	☐	☐	☐
– Manage the combined responsibilities of a job and a home.	☐	☐	☐	☐	☐	☐	☐
– Conserve energy and other natural resources.	☐	☐	☐	☐	☐	☐	☐

PAGE FOUR

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
G. Placement Services							
1. Placement of students:							
– Is a planned, coordinated service.	☐	☐	☐	☐	☐	☐	☐
– Identifies employment opportunities for students in the program.	☐	☐	☐	☐	☐	☐	☐
– Helps students in the program with marketable skills find employment.	☐	☐	☐	☐	☐	☐	☐
2. Program completers and leavers desiring em employment are:							
– Prepared to apply for a job.	☐	☐	☐	☐	☐	☐	☐
– Treated fairly and equally.	☐	☐	☐	☐	☐	☐	☐
– Placed within a reasonable period of time in a job for which trained or closely related.	☐	☐	☐	☐	☐	☐	☐
3. Success and failure of program completers and leavers are:							
– Assessed through periodic follow up studies.	☐	☐	☐	☐	☐	☐	☐
– Made available to instructors, counselors and advisory committee members.	☐	☐	☐	☐	☐	☐	☐
– Used to modify the program and related courses.	☐	☐	☐	☐	☐	☐	☐
– Are current and relevant for the program.	☐	☐	☐	☐	☐	☐	☐
H. Admissions							
1. Students and potential students desiring enrollment in the program are:							
– Identified through recruitment activities.	☐	☐	☐	☐	☐	☐	☐
– Counseled on employment opportunities.	☐	☐	☐	☐	☐	☐	☐
– Treated equitably in enrollment selection.	☐	☐	☐	☐	☐	☐	☐
– not impeded by unrealistic prerequisites or costs.	☐	☐	☐	☐	☐	☐	☐
Able to attend classes at accessible locations and conventient times.	☐	☐	☐	☐	☐	☐	☐
2. Promotion of occupational education:							
– Informed the public, legislators, news media, boards, and business community of program goals and needs.	☐	☐	☐	☐	☐	☐	☐
– Interprets the importance of occupational preparation as an option for students.	☐	☐	☐	☐	☐	☐	☐
Gains community support and contributions.	☐	☐	☐	☐	☐	☐	☐
III. RESOURCES							
A. Administration							
1. The administrative structure provides for direction and coordination of the program through:							
– Assignment of qualified administrative personnel.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW – Unable to rate the statement

How would you rate the following:	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
– Delineation of responsibility, authority and accountability.	☐	☐	☐	☐	☐	☐	☐
– Assignment of time for supervisors and/or administrators to provide for planning and evaluation.	☐	☐	☐	☐	☐	☐	☐
2. Administrators and/or supervisors responsible for directing and coordinating are:							
– Skilled in management techniques.	☐	☐	☐	☐	☐	☐	☐
– Committed to and knowledgeable about occupational education.	☐	☐	☐	☐	☐	☐	☐
B. Instruction							
1. The number of instructors is adequate for teachers to:							
– Meet individual student needs.	☐	☐	☐	☐	☐	☐	☐
– Provide liaison with advisory committees.	☐	☐	☐	☐	☐	☐	☐
– Assist with student achievement, placement and follow up.	☐	☐	☐	☐	☐	☐	☐
– Maintain ongoing contacts with employers and potential employers.	☐	☐	☐	☐	☐	☐	☐
2. The instructional staff, full and part time, is qualified by:							
– Two or more years of relevant employment appropriate to the job assignment.	☐	☐	☐	☐	☐	☐	☐
– Inservice training and/or experience appropriate to the teaching assignment.	☐	☐	☐	☐	☐	☐	☐
– Teaching copetence as evidenced by peer, student and/or administrative judgment.	☐	☐	☐	☐	☐	☐	☐
3. The college encourages and supports inservice opportunities through:							
– Allocating funds for instructor participation.	☐	☐	☐	☐	☐	☐	☐
– Making time available for instructor participation.	☐	☐	☐	☐	☐	☐	☐
– Assessing inservice growth in teaching evaluation.	☐	☐	☐	☐	☐	☐	☐
4. Support staff are utilized in the program to provide.							
– Office and clerical assistance.	☐	☐	☐	☐	☐	☐	☐
– Classroom help to students	☐	☐	☐	☐	☐	☐	☐
– Instructional assistance for teachers.	☐	☐	☐	☐	☐	☐	☐

PAGE SIX

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
C. Equipment and Facilities							
1. Equipment used on campus or off campus for the program is:							
– Representative of that used in jobs for which the students are being trained.	☐	☐	☐	☐	☐	☐	☐
– Safe, functional and well maintained.	☐	☐	☐	☐	☐	☐	☐
– In sufficient supply to serve the needs of the studennts in the program.	☐	☐	☐	☐	☐	☐	☐
2. Instructional facilities (excluding equipment) used for the program:							
– Are functional for the program.	☐	☐	☐	☐	☐	☐	☐
– Meet the needs of the students.	☐	☐	☐	☐	☐	☐	☐
– Are flexible and adaptable to changing instructional approaches and special student requirements.	☐	☐	☐	☐	☐	☐	☐
– Meet safety standards.	☐	☐	☐	☐	☐	☐	☐
– Are functional for advising students.	☐	☐	☐	☐	☐	☐	☐
3. Scheduling of facilities and equipment for the program:							
– Is planned for optimum use.	☐	☐	☐	☐	☐	☐	☐
– Supports quality instruction.	☐	☐	☐	☐	☐	☐	☐
4. Instructional materials are:							
– Sufficient in quantity.	☐	☐	☐	☐	☐	☐	☐
– Current and relevant to the program.	☐	☐	☐	☐	☐	☐	☐
– Varied.	☐	☐	☐	☐	☐	☐	☐
– Available and accessible to students.	☐	☐	☐	☐	☐	☐	☐
– Selected to avoid sex bias, stereotyping and discrimination.	☐	☐	☐	☐	☐	☐	☐
5. Library resources provided to support the program are:							
– Sufficient in quantity.	☐	☐	☐	☐	☐	☐	☐
– Current, varied and relevant to the program.	☐	☐	☐	☐	☐	☐	☐
– Available and accessible to the students.	☐	☐	☐	☐	☐	☐	☐
– Selected to avoid sex bias, stereotyping and discrimination.	☐	☐	☐	☐	☐	☐	☐
D. Advisory Committees							
– Are representative of the program for which training is provided.	☐	☐	☐	☐	☐	☐	☐
– Provide input on course content, program modification, instructional materials and equipment, student employability and placement.	☐	☐	☐	☐	☐	☐	☐
– Meet at least annually.	☐	☐	☐	☐	☐	☐	☐
– Extend the program into the community.	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS FOR RATING:
EXCELLENT – Nearly ideal, top 5 to 10%
GOOD – Strong rating, top one-third
ADEQUATE – Average, the middle third
BELOW EXPECTATIONS – Fair, bottom one-third
POOR – Seriously inadequate bottom 5 to 10%
NOT APPLICABLE – Statement doesn't apply to program
DON'T KNOW– Unable to rate the statement

How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
E. Budget							
1. The Operational budget for the program							
– Is planned with instructor input.	☐	☐	☐	☐	☐	☐	☐
– Is adequate for achieving program objectives.	☐	☐	☐	☐	☐	☐	☐
– Makes effective use of outside funding.	☐	☐	☐	☐	☐	☐	☐
– Is based on program priorities.	☐	☐	☐	☐	☐	☐	☐
2. The capital outlay budget for the program-							
– Is planned with instructor input.	☐	☐	☐	☐	☐	☐	☐
– Supports program objectives adequately.	☐	☐	☐	☐	☐	☐	☐
– Supports program objectives adequately.	☐	☐	☐	☐	☐	☐	☐
– Supports scheduled equipment replacement and repair.	☐	☐	☐	☐	☐	☐	☐
– Provides for program facilities.	☐	☐	☐	☐	☐	☐	☐

ASSESSMENT PROFILES

Assessment values for each criterion and standard should be consistent with defnitions provided below. Both quality and quantity of past performance should be considered when assessing each standard. Assessment values should be determined based upon the conditions of the program at the time of the evaluation: Definitions of assessment values are as follows:

5 = Excellent: Indicates that more than adequate time, attention, and resources have been assigned for conditions or operations to excel. (Top 5 to 10%)

4 = Good: Indicates that some additional time, attention and resources are needed to ensure that conditions or operations excel. (top one-third)

3 = Adequate: Indicates that additional time, attention and resources are needed for conditions or operations defined by the standard to be functioning well. (middle third)

4 = Below Expectations: Indicates a great deal more time, attention, and resources are needed for conditions or operations defined by the standard to be adequate and functioning at an acceptable level. (bottom one-third)

5 = Poor: Indicates that the need is critical for additional time, attention, and resources to be assigned for conditions or operations defined by the standard to be adequate and function at an acceptable level. (bottom 5 to 10%)

0 = Not Applicable: Indicates that the standard is not applicable given the aims and objectives of the program.

0 = Don't Know: Indicates that the evaluator cannot make an adequate judgment of the statement.

Quantitative values are placed upon evaluative criteria by assigned numerical quantities, 0, 1, 2, 3, 4, to each standard and averaging them for each criterion measurement.

Each assessment value indicates the degree to which time, effort, and resources have been devoted to meeting a criterion. This value is computed in the same way for each criterion in each section.

The method of computation can best be explained by the following examples:

METHOD A - When no check marks appear in the N/A or Don't Know columns:

Criterion: Additional Support Needed

	N/A 0	Don't Know 0	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
Criterion a -			X				
b -				X			
c -					X		
d -					X		
e -						X	

1. Multiply the number of checks per column by the number at the top of the column and total.

Add
1 x 1 = 1
1 x 2 = 2
2 x 3 = 6
1 x 4 = 4
Total 13 Record the total in the space provided.

2. Divide this total by the given denominator and record the quotient in the space provided for determining the criterion assessment value:

Divide Total $\frac{13}{5}$ = 2.6 (Assessment Value)

METHOD B - When check marks appear in the N/A or Don't Know columns:

1. Same as in METHOD A (Step 1) above.
2. Count number of check marks in the N/A or Don't Know columns.
3. Deduct this number from the given denominator.
4. Divide the total as computed in METHOD A above by the corrected denominator and record the quotient in the space provided for assessment values.

Divide $\frac{\text{Total}}{\text{Corrected Denominator}}$ (Assessment Value)

Assessment values derived by METHOD A and/or B are then transferred to the assessment value profile chart.

ASSESSMENT PROFILE

Faculty

ELEMENTS	PAGE	EVALUATION SCORE	
			Model Range
I. GOALS			
A. Goals and Objectives Total . . . $\frac{\quad}{11}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
B. Labor Market and Community Needs Total . . . $\frac{\quad}{10}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
II. PROCESSES			
A. Instruction Total . . . $\frac{\quad}{6}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
B. Articulation is Maintained With: Total . . . $\frac{\quad}{2}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
C. Related Work Experience or Equivalent Clinical Experience Is: Total . . . $\frac{\quad}{3}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
D. Disadvantaged Total . . . $\frac{\quad}{14}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
E. Emphasis on Overcoming Sex Bias, Discrimination, and Stereotyping Is Given To: Total . . . $\frac{\quad}{6}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
F. Counseling, Advising Total . . . $\frac{\quad}{9}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
G. Placement Services Total . . . $\frac{\quad}{10}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
H. Admissions Total . . . $\frac{\quad}{8}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5

ELEMENTS	PAGE	EVALUATION SCORE	
			Model Range
III. RESOURCES			
A. Administration Total . . . $\frac{\quad}{5}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
B. Instruction Total . . . $\frac{\quad}{13}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
C. Equipment and Facilities Total . . . $\frac{\quad}{19}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
D. Advisory Committees Total . . . $\frac{\quad}{4}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
E. Budget Total . . . $\frac{\quad}{8}$ = Assessment Value	7	0 . 1 . 2 . 3	. 4 . 5

ASSESSMENT PROFILE

Faculty

ELEMENTS	PAGE	EVALUATION SCORE	Model Range
I. GOALS			
Written general program goals are: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
College planning for programs includes: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
The College educational plan Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Written program objectives are: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Written performance objectives are: Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Data on labor market needs are: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Profession/industry standards are: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Data on community population needs are: Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
Data on job performance requirements are: Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	1	0 . 1 . 2 . 3	. 4 . 5
II. PROCESSES			
Instructional approaches are adapted to: Total . . . $\frac{\_\_\_\_}{4}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Applicable support courses are: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Articulation is maintained with: Total . . . $\frac{\_\_\_\_}{2}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Related work experience or equivalent is: Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5

ELEMENTS	PAGE	EVALUATION SCORE	Model Range
Special services for disadvantaged students Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Special services for handicapped students Total . . . $\frac{\_\_\_\_}{4}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Special services for reentry student Total . . . $\frac{\_\_\_\_}{4}$ = Assessment Value	2	0 . 1 . 2 . 3	. 4 . 5
Additional services for students with Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
Emphasis on overcoming sex bias, etc. Total . . . $\frac{\_\_\_\_}{6}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
Counseling and guidance services are Total . . . $\frac{\_\_\_\_}{6}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
Program includes economic instruction Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
Program includes consumer education Total . . . $\frac{\_\_\_\_}{5}$ = Assessment Value	3	0 . 1 . 2 . 3	. 4 . 5
Placement of students Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
Program completers and leavers Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
Success and failure of program completers Total . . . $\frac{\_\_\_\_}{4}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
Students and potential students desiring enrollment in the program Total . . . $\frac{\_\_\_\_}{5}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
Promotion of occupational education Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5
III. RESOURCES The administrative structure provides for Total . . . $\frac{\_\_\_\_}{3}$ = Assessment Value	4	0 . 1 . 2 . 3	. 4 . 5

ELEMENTS	PAGE	EVALUATION SCORE	Model Range
Administrators and/or supervisors responsible for directing and coordinating Total . . . $\frac{}{2}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
The number of instructors is adequate Total . . . $\frac{}{4}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
The instructional staff is qualified by: Total . . . $\frac{}{3}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
The college encourages and supports inservice Total . . . $\frac{}{3}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
Support staff are utilized to provide Total . . . $\frac{}{3}$ = Assessment Value	5	0 . 1 . 2 . 3	. 4 . 5
Equipment used on campus or off campus is: Total . . . $\frac{}{3}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
Instructional facilities used for the program Total . . . $\frac{}{5}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
Scheduling of facilities and equipment Total . . . $\frac{}{2}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
Instructional materials are: Total . . . $\frac{}{5}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
Library resources to support the program Total . . . $\frac{}{4}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
Advisory committees Total . . . $\frac{}{4}$ = Assessment Value	6	0 . 1 . 2 . 3	. 4 . 5
The operational budget for the program: Total . . . $\frac{}{4}$ = Assessment Value	7	0 . 1 . 2 . 3	. 4 . 5
The capital outlay budget for the program: Total . . . $\frac{}{4}$ = Assessment Value	7	0 . 1 . 2 . 3	. 4 . 5

CHAPTER NINE

CURRENT STUDENT PERCEPTIONS

This chapter provides a methodology for gathering students' perceptions of their instructors, their program of study, and the institutional support services. The course of activities will follow a sequence similar to that outlined in the Student Perceptions Flow Chart. Two instruments are used to gather information:

The first instrument is Student Perception Questionnaire--Instructor (Sample Document 3) with accompanying directions for administration (Sample Document 1); directions for students (Sample Document 2); rating sheet (Sample Document 4); and tally format (Sample Document 5).

The second instrument is Student Perception Questionnaire--Program and Ancillary Services (Sample Document 8) including directions for administration (Sample Document 6); directions for students (Sample Document 7); rating sheet (Sample Document 9); and tally format (Sample Document 10).

Both instruments use a five point rating for recording responses to given statements; and both instruments provide an additional page for written comments. The data are gathered during school time by persons other than the instructor. In most instances one class period (50 minutes) has been found to be sufficient for administering the instruments.

Goals and Objectives

Goals

1. To have current students give their perceptions of the strengths and weaknesses of their occupational program and the institution ancillary services.

2. To have students give their perceptions of the effectiveness of their instructors in the program in which they are currently enrolled.

Objectives

The objectives of this chapter are as follows:

1. Provide data for staff, program, and institutional improvement.

2. Identify curriculum needs.

3. Identify needed changes or modifications in physical facilities.

4. Identify instructional equipment needs.

5. Identify needs in learning resources.

6. Provide data from which decisions can be made relative to program objectives.

7. Determine if students are informed of program objectives.

8. Identify student perceptions of strengths and weaknesses in the instructional program.

9. Determine if handout materials, audiovisuals, and resource materials support the objectives of the program.

10. Determine whether that the ancillary services (book store, student personnel, cafeteria, etc.) adequately provide for the needs of students.

11. Identify any unmet needs of disadvantaged students that are within the purview of the instructor or program design.

12. Identify any sexual or racial bias in the instructional program or in student personnel services.

Procedures for Administration

Select the Institutional Representative

Prior to the commencement of any evaluation activities, the institution should designate an institutional representative to be in charge of administration of this component. It is recommended that this institutional represenative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

Identify and Categorize Areas Surveyed by the Student Questionnaire

Each institution must consider its information needs when developing or modifying survey instruments. The instruments require an internal organization to provide usable assessment data. The student questionnaires presented here assess a variety of areas and are organized as shown:

"Student Perception Questionnaire--Instructor" (Sample Document 3)

--Methods of Instruction Questions 1 - 4

--Instructor Effectiveness Questions 5 - 7

--Additional Comments Question 8

"Student Perception Questionnaire--Program and Ancillary Services" (Sample Document 8)

--Curriculum Questions 1 - 5

--Learning Resources Questions 6 - 7

--Physical Facilitites Questions 8 - 9

--Ancillary Services Questions 10 - 14

--School Maintenance Question 15

--Additional Comments Question 16

Prepare for Administration

Planning is essential to a well-conducted survey of student perceptions. Standardization of procedures ensures the least amount of confusion and a more positive orientation to the effort. In preparation for the current student survey, the following activities should be the responsibiilty of and be conducted by the designated institutional personnel.

1. Institutional Representative

   a. Helps familiarize those involved in the evaluation process with the principles and concepts of the evaluation and works toward a commitment from them.

   b. Familiarize himself/herself with the various manuals, forms, instruments, etc., and is an available resource to those who will be using these materials.

   c. Reviews with department chairperson and other appropriate personnel(instructors, etc.) the student questionnaires and modifies the instruments according to local needs.

d. Works with appropriate institutional personnel (instructors, department chairperson), in arranging the time most appropriate for conducting the survey, ensuring that as many students as possible will be available to complete the questionnaires.

e. Assumes the responsibility for training additional institutional personnel to aid in the administration of the student perception questionnaires, if additional aides are needed.

f. Consults with program instructors to anticipate the number of student questionnaires needed.

g. Obtains identification numbers for the program and all instructors involved. The test administrator takes appropriate identification numbers to each session for proper placement on the rating sheets.

h. Surveys each department independently.

i. Delivers completed rating sheets to computer station for data processing or provides for hand tallying and recording of results. Provides for typing of written responses.

j. Forwards accumulated data to the department chairperson for review with appropriate personnel.

2. Department Chairperson

a. Works with the institutional representative, instructors, and other appropriate personnel in arranging the time for administration of the questionnaire. Assists with administration of the questionnaires when requested.

b. Promotes a positive attitude toward the evaluation effort.

c. Meets individually with each instructor to relay the results of the student questionnaires.

d. Conducts summary conference with all program instructors to discuss student perceptions of program.

e. As a result of the summary conference, records all identified individual and program needs.

f. Develops with the instructor an appropriate methodology to meet the needs that may have been identified.

3. Instructor

   a. Advises students that the survey will be administered on the scheduled date, emphasizes the importance of their responses, and helps create a receptive and positive attitude toward the questionnaire.

   b. Arranges lesson plans for least interruption.

   c. Arranges for own absence from the classroom during the administration of the questionnaire.

List Materials Needed

--Sufficient number of student questionnaires

--Sufficient number of rating sheets

--Directions for administering instruments

--Extra pens (pencils)

--Large envelope for student rating sheets

Review General Guidelines for Administration of Student Questionnaire

The following guidelines must be given full consideration in administering the questionnaire:

1. Any and all actions or statements by the administrator of the questionnaires may influence the students' responses.

2. The administrator must express a positive attitude toward the survey while in the presence of the students and emphasize the importance of factual responses.

3. All directions must be clear and concise to secure the full cooperation of the students in gathering the needed data.

4. It is suggested that every effort be made to survey each student in the occupational program. However, if the population is too large to survey each student, it is recommended that a representative sample be drawn.

5. Instructors should not be present during administration of the questionnaire.

6. Each student must complete a "Student Perception Questionnaire--Instructor" for each instructor.

Follow Specific Procedures for Administration of the Instruments

The institutional representative or aide is to administer the student perception questionnaire as follows:

1. Explain briefly the student perception questionnaires and the intended use of the data.
2. Assure students of the confidentiality and importance of their responses.
3. Encourage students to respond to all items in spite of the difficulty some items may present.
4. Write the program number and each instructor's position number on the board. Explain that for confidentiality instructor and program numbers are used instead of names.
5. Ask students to mark only on the rating sheets. The survey instruments are reusable if kept clean.
6. Ask students to read the directions silently while the administrator reads them aloud.

Procedures for Data Analysis

The purpose of this section is to provide suggestions for synthesizing the data collected through the student perception questionnaires into an understandable and usable format.

Tallying

The rating sheets are designed for computer or hand tallying. If computer facilities are used, a program may be developed to process the data. If hand tallying is used, refer to instructions located on hand tally forms.

The written comments recorded by the respondents should be typed verbatim. No identifying information is to be recorded. The utmost confidentiality must be observed by the person(s) working with these questionnaires.

Analyzing Data

The following list provides suggested steps for data analysis. Individual institutions may need to adapt or modify the steps to meet their needs.

--Tally instruments

--Type verbatim the written comments

--Deliver rating sheets to computer station for processing, or

--Provide for hand tallying, and recording of results

--Forward accumulated data to department chairperson for review with appropriate personnel.

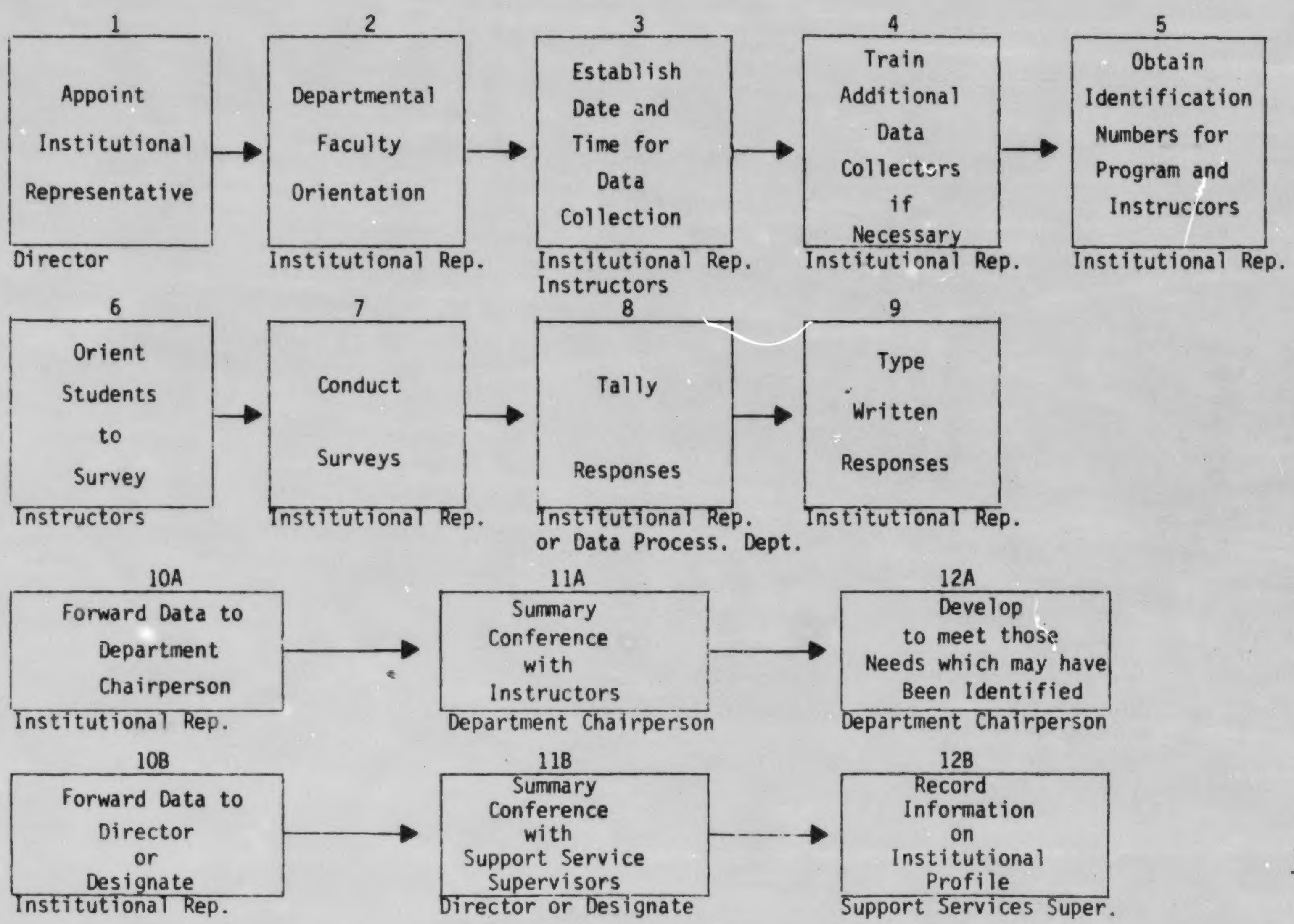
Using the Data

The primary purposes of this total evaluation model is for individual, program, and institutional improvement. In order for the data gained from the process in this document to be meaningful, the date must be used. It is extremely important that all concerned parties be informed of the results and the implications for improvement.

Student Perceptions Flow Chart

The flow chart on the following page portrays the process of gathering student perceptions, analyzing the data, and using the information.

STUDENT PERCEPTIONS FLOW CHART


1
Appoint Institutional Representative
Director
2
Departmental Faculty Orientation
Institutional Rep.
3
Establish Date and Time for Data Collection
Institutional Rep.
Instructors
4
Train Additional Data Collectors if Necessary
Institutional Rep.
5
Obtain Identification Numbers for Program and Instructors
Institutional Rep.
6
Orient Students to Survey
Instructors
7
Conduct Surveys
Institutional Rep.
8
Tally Responses
Institutional Rep.
or Data Process. Dept.
9
Type Written Responses
Institutional Rep.
10A
Forward Data to Department Chairperson
Institutional Rep.
11A
Summary Conference with Instructors
Department Chairperson
12A
Develop to meet those Needs which may have Been Identified
Department Chairperson
10B
Forward Data to Director or Designate
Institutional Rep.
11B
Summary Conference with Support Service Supervisors
Director or Designate
12B
Record Information on Institutional Profile
Support Services Super.

Listing of Sample Documents

Document Number	Document Name
1	Student Perception Questionnaire--Instructor (Directions for Administration)
2	Student Perception Questionnaire--Instructor (Directions for Students)
3	Student Perception Questionnaire--Instructor
4	Student Perception Questionnaire--Instructor-(Rating Sheet)
5	Student Perception Questionnaire--Instructor (Tally Format)
6	Student Perception Questionnaire--Program and Ancillary Services (Directions for Administration)
7	Student Perception Questionnaire--Program and Ancillary Services (Directions for Students)
8	Student Perception Questinnaire--Program and Ancillary Services
9	Student Perceptions Questionnaire--Program and Ancillary Services (Rating Sheet)
10	Student Perceptions Questionnaire--Program and Ancillary Services (Tally Format)
11	Alternative Instrument

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

(Directions for Administration)

READ This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of your instructor(s) and the type instruction you are receiving. The purpose in asking for your perceptions is to assist the school and your program in making needed improvements. Therefore, you are asked to read the questions carefully and answer them as honestly as you can.

READ You have been given a "Student Questionnaire--Instructor" Rating Sheet on which to mark your responses. Now turn to this Rating Sheet. *(Pause, hold up "Student Questionnaire--Instructor" Rating Sheet and check to see that all students have the correct document.)*

SAY At this time, enter Instructor Position Number (*one sheet for each instructor you have)*, Department Number, *(Point to identifying numbers on board)* and the Quarter in which you are currently enrolled in the appropriate blanks at the top of the rating sheet. *(Stop, allow time for entering information.)*

SAY Turn back to the cover sheet and resume reading silently while I read aloud.

READ The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is a page for any written comments you wish to make.

READ All information is CONFIDENTIAL. You do not have to sign your name unless you wish to do so.

READ Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

READ You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

SAY Let's complete the example.

READ

Evaluation Scale

5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

READ *EXAMPLE:* "I have received the grades I have earned." Using the preceding evaluation scale, circle the number that most accurately reflects your feelings.

5 4 3 2 1 0

SAY Do you have any Questions? Please start completing the questionnaire. If you have any questions, raise your hand.

DO *Monitor the room to see that students are proceeding correctly. Give personal assistance to students who ask for help or appear to be having difficulty completing the forms in the group situation.*

DO *As students complete the questionnaires, collect questionnaires, rating sheets, pencils, etc. Place the rating sheets in confidential envelope.*

Sample Document 2

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR
(Directions for Student)

This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of your instructor(s) and the type instruction you are receiving. The purpose in asking for your perceptions is to assist the school and your program in making needed improvements. Therefore, you are asked to read the questions carefully and answer them as honestly as you can.

You have been given a "Student Questionnaire--Instructor" Rating Sheet on which to mark your responses. Now turn to this Rating Sheet. *At this time, enter instructor position number, department number, and the quarter in which you are currently enrolled in the appropriate blanks at the top of the rating sheet.* The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is a page for any written comments you wish to make.

All information is CONFIDENTIAL. You do not have to sign your name unless you wish to do so.

Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale

5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

Example: I have received the grades I have earned. Using the preceding Evaluation Scale, circle the number that most accurately reflects your feelings.

5 4 3 2 1 0

Sample Document 3

STUDENT PERCEPTION QUESTIONNAIRE

INSTRUCTOR

1. There should be effective communication between the instructor and student. How would *you* rate your instructor in the following areas of communication?

   a. The instructor makes me aware of my progress.

   b. The instructor explains what is right or wrong about assignments or work.

   c. The instructor assigns learning activities to improve my performance.

2. The instructor who applies variety to teaching methods uses many types of materials to assist learning. Rate your instructor as to the use of:

   a. Guest speakers

   b. Special class activities

   c. Field trips

   d. Audiovisuals

   e. Printed handouts

3. Knowledge of your progress is of utmost importance in a learning situation. How would you rate your instructor in the following areas?

   Grading procedures are clearly described.

   a. Instructor clearly indicates what material tests will cover.

   b. Tests are graded within a reasonable time.

   c. I am given an opportunity to review my test results with my instructor.

4. Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate your instructor in the following areas?

a. Classes and laboratories begin at the scheduled time.

b. Students are dismissed at the scheduled time.

c. Instructor is present when classes are in session.

d. Instructor is available to assist when classes/laboratories are in session.

5. Subject matter must be presented in an organized manner. How would you rate your instructor in the following areas?

   a. Subject matter is presented in an order that helps me understand it.

   b. Instructor stays on subject or related material and does not waste class time on unrelated material.

   c. Directions for assignments are clear and easily understood.

   d. Assignments made by my instructor are relevant to the subject matter.

   e. I have enough time for completion of assignments.

   f. The instructor is well prepared to conduct classes/laboratories each day.

6. The instructor should be fair when working with students. How would you rate your instructor in the following areas?

   a. I have received the grades I earned.

   b. I receive a fair share of the instructor's time.

   c. The instructor makes class assignments that apply equally to all persons.

7. Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between you and your instructor:

   a. My instructor is considerate and tolerant of my opinions.

   b. My instructor gives me personal attention when needed.

   c. My instructor is courteous.

   d. My instructor displays self-control.

   e. My instructor gives me criticism in a courteous and helpful manner.

f. My instructor encourages me to ask questions.

g. The instructor responds to my questions in a considerate and courteous manner.

h. I feel that my relationship with my instructor is not influenced because I am male or female.

i. I feel that my relationship with my instructor is not influenced because of my particular race.

j. I feel that my relationship with my instructor is not influenced because of my age.

8. Use this page to explain a particular response or comment upon any subject not covered by the questionnaire.

COMMENTS:

Sample Document 4

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

RATING SHEET

DATE:______________________

PROGRAM NO. ______________________

INSTRUCTOR NO. ______________________

QUARTER IN WHICH YOU ARE CURRRENTLY ENROLLED:

1____ 2____ 3____ 4____

5____ 6____ 7____ 8____

RATING SCALE

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
1. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
2. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
3. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
4. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
5. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
6. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
7. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
(j)	5	4	3	2	1	0

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR
SUGGESTED TALLY FORMAT

EACH QUESTION NEEDS A BLOCK FOR INDICATING RESPONSES. ADD YOUR RESPONSES IN EACH SECTION TO GET AN OVERALL PICTURE OF STUDENT PERCEPTIONS. TALLY SHEETS FOR EACH SECTION COULD BE DEVELOPED MUCH LIKE THOSE BELOW.

Method of Instruction

1.	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable	Totals	Mean Response
a.								
b.								
c.								

2.								
a.								
b.								
c.								
d.								
e.								

Sample Document 6

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

(Directions for Administration)

READ This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of the occupational program in which you are enrolled and the ancillary services of the institution. The purpose in asking for your perceptions is to assist your program and the school in meeting the needs of students. Therefore you are asked to read the questions carefully and answer them as honestly as you can.

READ You have been given a "Student Questionnaire--Program and Ancillary Services" rating sheet on which to circle your responses. Now turn to this rating sheet. *(Pause, hold up appropriate Rating Sheet and check to see that all students have the correct document.)*

SAY At this time, enter the date, program number, *(Point to number on board)* and quarter in which you are enrolled in the appropriate blank on top of the rating. sheet. *(Stop--Allow time for entering information.)*

READ The evaluation scale ranges from numbers 0 through 5 with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is also a page for any written comments you wish to make.

READ Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

READ You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale

5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

SAY	Let's complete the examples.
	EXAMPLES
READ	The temperature is adequate in the classroom. *(Circle the answer that most accurately reflects your feelings.)*
	5 4 3 2 1 0
READ	Some questions have a "yes" or "no" answer. Circle the response you wish to make.
READ	I received an introductory orientation of my program when I enrolled. *(Circle the answer that most accurately reflects your feelings.*
	Yes No
SAY	Do you have any questions? Please start completing the questionnaire. If you have any questions, please raise your hand.
DO	*Monitor the room to see that students are proceeding correctly.*
DO	*As students complete the questionnaires, collect the sealed envelopes containing their responses. Collect the questionnaires, pens, and other materials.*

Sample Document 7

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

(Directions for Student)

This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of the occupational program in which you are enrolled and the support services of the institution. The purpose in asking for your perceptions is to assist your program and the school in meeting the needs of students. Therefore you are asked to read the questions carefully and answer them as honestly as you can.

You have been given a "Student Perception Questionnaire--Program and Ancillary Services" Rating Sheet on which to circle your responses. Now turn to this Rating Sheet.

At this time, enter the date, program number, and quarter in which you are enrolled in the appropriate blank on top of the rating sheet.

The evaluation scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is also a page for any written comments you wish to make.

Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale

5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

EXAMPLES

The heat is adequate in the classroom. (Circle the number that most accurately reflects your feelings.)

5 4 3 2 1 0

Some questions have a "yes" or "no" answer. Circle the response you wish to make.

I received an introductory orientation of my program when I enrolled. (Circle the answer that most accurately reflects your feelings.)

Yes No

Sample Document 8

STUDENT PERCEPTION QUESTIONNAIRE

Program and Ancillary Services

1. The student objectives of a course or instructional program tell what the student will know or be able to do upon completion of a lesson, course, or an entire program. How do you rate the following?
    - a. I have been informed of the objectives for each course and/or the entire program.
    - b. Objectives are in a written format are clear and easily understood.
    - c. The objectives are written without regard to any particular race.
    - d. The objectives are written without regard to any particular sex.
    - e. The instruction I receive supports the objectives specified.
2. Printed hand-out materials are important learning tools. How would you rate the following?
    - a. Printed hand-outs are used as a learning tool in this course.
    - b. Printed hand-outs support the objectives of the lesson.
    - c. Printed hand-outs are written in a manner that is easily understood.
    - d. Printed hand-outs are of good quality.
    - e. Printed hand-outs are developed so that they apply to both male and female students.
    - f. Printed hand-outs are developed so that they apply to all students regardless of race.
3. Lab projects and exercises should be selected and arranged to stimulate the student to think, and apply what they have learned. How do you rate the following?
    - a. Laboratory projects and exercises are used in this course.
    - b. Time requirements for completion of laboratory projects and exercises are clear and complete.
    - c. I am able to successfully perform laboratory projects or exercises using the skill and knowledge that I have gained from my studies.

3. d. Directions for laboratory projects and exercises are clear and complete.

   e. Adequate supplies are available to support laboratory projects and exercises.

   f. A sufficient quantity of equipment is available to support the laboratory projects and exercises.

   g. Equipment is in proper working order.

   h. I feel that lab exercises are designed so that they apply to all students regardless of race.

   i. I feel that lab exercises are designed so that they apply to both male and female students.

4. An up-to-date training program teaches relevant and current practices as they exist in business and industry. How do you rate the following:

   a. Occupational practices taught in your program are up to date.

   b. Equipment used in your program is up to date.

5. A well-organized departmental orientation helps new students feel comfortable and begins preparing them for their chosen career field. Did your orientation conducted by your instructors include the following?

   a. Printed copy of school policies.

   b. Printed copy of departmental rules and regulations.

   c. Introduction to departmental instructor(s).

   d. Overview of all courses in the curriculum.

   e. Information regarding potential job opportunities in your field.

   f. Tour of the department.

   g. Identification of the program objectives.

   h. Applicability to both male and female students.

   i. Applicability to all races of students.

   j. Identified other school personnel who could assist me with such things as financial aid, registration, and other kinds of problems.

6. Audiovisuals are an important learning tool when used where they assist learning. How do you rate the following?

   a. Audiovisuals are used as a learning tool in this course.

   b. Audiovisuals support the student objectives.

   c. Pictures are clear and easily understood.

   d. The voice is clear and holds my interest.

   e. The methods used in the visuals are consistent with those taught in the course.

   f. Audiovisuals are readily for my individual use.

   g. Audiovisual equipment is in proper working order.

   h. I have been given instruction in the use of audiovisual equipment.

   i. I feel that audiovisuals are developed so that they apply to both male and female students.

   j. I feel that audiovisuals are developed so that they apply to all students regardless of race.

7. Reference books and other materials are important learning tools. How do you rate the following?

   a. A variety of reference materials is available for the program of study in which I am enrolled.

   b. A sufficient amount of reference books and materials is available.

   c. Reference materials are easily accessible to students.

   d. Reference materials are written in an understandable manner.

   e. Textbooks used in the program appear to be up-to-date.

   f. Reference materials appear to be up-to-date.

8. A good learning environment requires a quiet area for study. How do you rate the following?

   a. A quiet study area is available for my use.

   b. There are a minimum of distractions in the study area to allow concentration on the subject matter.

   c. The study area is organized in a manner that helps me to concentrate on subject matter.

9. Physical facilities should be designed and arranged to contribute to the achievement of the program's purpose. How do you rate the physical facilities in your program? If any response to the following questions is No, please identify the room number and explain the need on the "Comments" page.

   a. All classrooms have adequate space.

   b. The shops or laboratory areas have adequate space.

   c. All classrooms have adequate light.

   d. The shop or laboratory area has adequate light.

   e. All classrooms have adequate temperature control.

   f. The shop or laboratory has adequate temperature control.

   g. The shop or laboratory area has adequate ventilation.

   h. The classroom has adequate ventilation.

   i. Classroom arrangement contributes to safe performance.

   j. Shop or laboratory arrangement contributes to safe performance.

   k. Adequate provisions are made for handicapped students with special needs.

10. Please respond to the following statements concerning the school bookstore.

   a. Bookstore is open at convenient times.

   b. The bookstore contains an adequate supply of the materials I need.

   c. I was treated courteously while conducting business with bookstore personnel.

11. Please respond to the following statements concerning student personnel services offered to you at your school.

    a. The admissions office provided me with adequate information about various training programs available prior to my enrollment in the program.

    b. I received an introductory orientation of the program and school from the admissions office when I enrolled.

    c. I was treated courteously and fairly during the admissions procedure.

    d. I received information about various financial aid programs available through the school.

    e. I was informed about job placement services available at my school.

    f. The student personnel services are administered equally to male and female students.

    g. The student personnel services are administered equally to all students regardless of race.

    h. I received a student handbook that contains the policies, rules, and regulations by which I am to abide.

    i. I am aware that counseling services are available in the Student Personnel Office.

12. Please respond to the following statements concerning the school cafeteria.

    a. The prices charged for the food are reasonable.

    b. The food served is of high quality.

    c. A good variety of food is served in the cafeteria.

    d. A high standard of cleanliness prevails in the cafeteria.

    e. The serving line moves as rapidly as possible.

    f. The cafeteria personnel are friendly and courteous.

13. Please respond to the following statements concerning registration :

    a. Registration is conducted in an organized manner.

    b. The time required for registration is reasonable.

    c. Individual assistance is given if needed.

14. Please respond to the following statements concerning the Veterans Administration Program:

    a. The Veterans Administration representative is available for assistance with problems.

    b. The Veterans Administration representative is courteous.

    c. Problems are handled as quickly and efficiently as possible.

15. Please respond to the following statements concerning the institution.

    a. The appearance of the building is attractive.

    b. The halls have adequate walking space.

    c. The restrooms are clean.

    d. Adequate restroom supplies are available.

    e. Adequate lounges are provided for students.

    f. Entrances to the building are maintained in an attractive condition.

    g. The school has adequate provisions for handicapped students to enter buildings.

16. Use the page attached to your rating sheet to explain a particular response or comment upon any subject not covered by the questionnaire.

Sample Document 9

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

RATING SHEET

DATE: ____________________

PROGRAM NO. ____________________

INSTRUCTOR NO. ____________________

QUARTER IN WHICH YOU ARE CURRENTLY ENROLLED:

1_____ 2_____ 3_____ 4_____

5_____ 6_____ 7_____ 8_____

RATING SCALE:

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
1. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
2. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
3. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
4. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
5. (a)	Yes	No				
(b)	Yes	No				

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
5. (c)	Yes	No				
(d)	Yes	No				
(e)	Yes	No				
(f)	Yes	No				
(g)	Yes	No				
(h)	Yes	No				
(i)	Yes	No				
(j)	Yes	No				
(k)	Yes	No				
6. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
(j)	5	4	3	2	1	0
(k)	5	4	3	2	1	0
7. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
8. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
9. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
(j)	5	4	3	2	1	0
(k)	5	4	3	2	1	0

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
10. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
11. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
12. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0
(h)	5	4	3	2	1	0
(i)	5	4	3	2	1	0
13. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
14. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
15. (a)	5	4	3	2	1	0
(b)	5	4	3	2	1	0
(c)	5	4	3	2	1	0
(d)	5	4	3	2	1	0
(e)	5	4	3	2	1	0
(f)	5	4	3	2	1	0
(g)	5	4	3	2	1	0

COMMENTS:

Sample Document 10

STUDENT PERCEPTION QUESTIONNAIRE   PROGRAM AND ANCILLARY SERVICES

SUGGESTED TALLY FORMAT

EACH QUESTION NEEDS A BLOCK FOR INDICATING RESPONSES. ADD YOUR RESPONSES IN EACH SECTION TO GET AN OVERALL PICTURE OF STUDENT PERCEPTIONS. TALLY SHEETS FOR EACH SECTION COULD BE DEVELOPED MUCH LIKE THOSE BELOW.

Curriculum

1.

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable	Totals	Mean Response
a.								
b.								
c.								
d.								
e.								

2.

a.								
b.								

ALTERNATIVE INSTRUMENT

The following instrument has been adopted from the California Community College Occupational Program Evaluation System (COPES) by Olympia Technical Community College in Washington.

STUDENT PERCEPTIONS OF OCCUPATIONAL PRGRAM

College ____________________

Title of this course ____________________

Your college is studying its occupational education programs to learn how to make them better for present and future students. We are very interested in student veiws. Only students who are majoring in an occupational program (for example, registered nursing, automotive technology, secretarial science and similar programs) should complete this form. You need not sign the form but we do need to know the name of your college and the occupational course you are taking.

INSTRUCTIONS: After each item below check YES, if in your experience it is most often the case or NO, if it is rarely or never so. Then, rate the item as follows: EXCELLENT means nearly ideal, top 5 to 10%; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%.

	CHECK ONE		RATING					
	YES	NO	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
	7	8	1	2	3	4	5	
1. Courses in your occupational program are:								
• Available and conventiently located	☐	☐	☐	☐	☐	☐	☐	☐
• Based on realistic prerequisites	☐	☐	☐	☐	☐	☐	☐	☐
• Based on fair selection procedures	☐	☐	☐	☐	☐	☐	☐	☐
2. Written course objectives:								
• Are available to students	☐	☐	☐	☐	☐	☐	☐	☐
• Describe what you will learn in this course	☐	☐	☐	☐	☐	☐	☐	☐
• Are used by the instructor to keep you aware of your class progress	☐	☐	☐	☐	☐	☐	☐	☐
• Provide practical application experience as a part of instruction	☐	☐	☐	☐	☐	☐	☐	☐
3. Teaching methods, procedures and course content:								
• Meet your occupational needs, interests, and objectives	☐	☐	☐	☐	☐	☐	☐	☐
• Provide practical application experience as part of instruction.	☐	☐	☐	☐	☐	☐	☐	☐
4. Related courses (such as English, mathematics, science are:								
• Coordinated with occupational instruction	☐	☐	☐	☐	☐	☐	☐	☐
• Current and meaningful to you	☐	☐	☐	☐	☐	☐	☐	☐

	CHECK ONE		RATING					
	YES	NO	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
	7	8	1	2	3	4	5	
5. Work experience (or clinical experience in your occupational program is:								
• Readily available at convenient locations	☐	☐	☐	☐	☐	☐	☐	☐
• Readily available to both day and evening students	☐	☐	☐	☐	☐	☐	☐	☐
• Coordinated with classroom instruction	☐	☐	☐	☐	☐	☐	☐	☐
• Coordinated with employer supervision	☐	☐	☐	☐	☐	☐	☐	☐
6. Economic instruction provided in your program has helped you:								
• Understand your responsibilities and rights as an employee	☐	☐	☐	☐	☐	☐	☐	☐
• Evaluate job opportunities in relation to salary, benefits, conditions of employment	☐	☐	☐	☐	☐	☐	☐	☐
• Understand the principles of business operation and the cost of doing business	☐	☐	☐	☐	☐	☐	☐	☐
7. Consumer education instruction provided in your program has helped you:								
• Learn to manage time and money	☐	☐	☐	☐	☐	☐	☐	☐
• Become a wise shopper	☐	☐	☐	☐	☐	☐	☐	☐
• Conduct personal business transactions	☐	☐	☐	☐	☐	☐	☐	☐
• Manage the responsibilities of a job and home	☐	☐	☐	☐	☐	☐	☐	☐
• Conserve energy and other natural resources	☐	☐	☐	☐	☐	☐	☐	☐
8. Counseling and guidance services:								
• Meet your needs and interests	☐	☐	☐	☐	☐	☐	☐	☐
• Help you plan your program	☐	☐	☐	☐	☐	☐	☐	☐
• Help you make career decisions and choices	☐	☐	☐	☐	☐	☐	☐	☐
• Are provided by knowledgeable, interested staff	☐	☐	☐	☐	☐	☐	☐	☐
• Inform you of nontraditional occupational opportunities for both sexes	☐	☐	☐	☐	☐	☐	☐	☐
9. Job success information on former students in your occupational program:								
• Is provided to help you make career decisions	☐	☐	☐	☐	☐	☐	☐	☐
• Indicates how many job opportunities there are in your occupation	☐	☐	☐	☐	☐	☐	☐	☐

	CHECK ONE		RATING					
	YES 7	NO 8	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
• Identifies where these job opportunities are located	☐	☐	☐	☐	☐	☐	☐	☐
• Tells about job advancement opportunities	☐	☐	☐	☐	☐	☐	☐	☐
• Explains why former students succeeded or failed on the job	☐	☐	☐	☐	☐	☐	☐	☐
10. Placement services:								
• Help you find employment opportunities	☐	☐	☐	☐	☐	☐	☐	☐
• Are fair and equal for all students	☐	☐	☐	☐	☐	☐	☐	☐
• Prepare you to apply for a job	☐	☐	☐	☐	☐	☐	☐	☐
11. Special services (such as financial aid, tutorial, child care) are:								
• Available to meet your needs and interests	☐	☐	☐	☐	☐	☐	☐	☐
• Staffed with knowledgeable and interested personnel	☐	☐	☐	☐	☐	☐	☐	☐
12. Occupational teachers and aides:								
• Know the subject matter and industry requirements	☐	☐	☐	☐	☐	☐	☐	☐
• Are available to provide help when you need it	☐	☐	☐	☐	☐	☐	☐	☐
• Provide instruction so it is interesting and understandable	☐	☐	☐	☐	☐	☐	☐	☐
13. Facilities and equipment for your occupational courses are:								
• Safe, functional and well-maintained	☐	☐	☐	☐	☐	☐	☐	☐
• In sufficient quantity to avoid long delays in use	☐	☐	☐	☐	☐	☐	☐	☐
• Current and representative of industry	☐	☐	☐	☐	☐	☐	☐	☐
• Available on an equal basis for men and women	☐	☐	☐	☐	☐	☐	☐	☐
14. Instructional materials (e.g., textbooks, reference books) for your occupational courses are:								
• Available and conventiently located for use as needed	☐	☐	☐	☐	☐	☐	☐	☐
• Current and meaningful to the subject	☐	☐	☐	☐	☐	☐	☐	☐
• Fair and objective and not biased toward "traditional" sex roles	☐	☐	☐	☐	☐	☐	☐	☐

CHAPTER TEN

FOLLOW-UP WITH STUDENTS AND EMPLOYERS

This chapter provides a methodology for gathering data from former students and their employers concerning job placement and occupational readiness for employment. Five instruments are presented for collecting information. Administrative dates range from immediately after the student's separation to a five-year follow-up.

Goal and Objectives

Goal

The goal of the student follow-up is to measure the effectiveness of the occupational programs and the institution as perceived by former students and employers of former students.

Objectives

The objectives of the student follow-up are as follows:

1. Provide for valid staff development activities
2. Identify needed program improvements such as curriculum, resource materials, and equipment
3. Determine community employment needs and trends
4. Determine the adequacy of ancillary services such as guidance, counseling and placement
5. Determine realistic job tasks to be performed by former students
6. Determine job placement statistics--reasons for and number of students employed and unemployed, number employed part-time, and number employed in or out of the occupational field for which they were prepared
7. Determine job retention rates, career mobility, and salaries of students who did enter the occupational field
8. Involve business and industrial employers and workers in the planning and operation of the occupational program
9. Identify reasons for early withdrawals from occupational programs.

10. Identify strengths and weaknesses of the performance of graduates as compared with those trained on the job

11. Determine number of students who plan to continue their formal education and in what areas of study

12. Establish a statistical data base for student follow-up information that will allow for comparative analysis

13. Provide a data base for comparing student training costs from year to year, from program to program, and for making budgetary plans and allocations

Procedures for Administration

Selecting the Institutional Representative

Prior to the commencement of any evaluation activities, the institution should designate an institional representative to be in charge of administration of this component. It is recommended that this institutional representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

If the institution has a job placement specialist, this person will be involved in the student follow-up activities. The institutional representative must work closely with the job placement specialist in organizing and conducting this aspect of the total evaluation.

Launching the Follow-up

A good starting point might be to assess what has been done in recent years regarding student follow-up within your institution. Review what other schools have done. Review the sample documents contained in this document, and collect other instruments that might be adapted to the needs of your institution.

Involving Staff and Faculty

Experience has shown that total staff and faculty involvement in a follow-up survey is most effective. It is suggested that near the beginning of the follow-up process an orientation meeting be held to get acceptance of and commitment to the follow-up. Also, launching follow-up programs in an open and receptive atmosphere will help to dispel misconceptions, avoid pitfalls, and ensure a successful program. During the orientation meeting it is important to spotlight successes and to help each person see the potential benefit of their efforts.

Identifying Components of a Follow-up Study

Federal, state, and/or local legislation will dictate many approaches to a follow-up study. Therefore, it is suggested that legislative acts concerning follow-up be reviewed to ensure compliance with specified requirements. However, before a follow-up program can be conducted, decisions must be made concerning the following:

Preparing for the Follow-up

1. Determine what you want from a follow-up study. Determine your objectives.
2. Select, modify, and adapt instruments to fit individual school needs. Appoint a faculty-administrative committee to review instruments and make recommendations.
3. Adapt cover letters to meet specific needs.
4. Determine how each instrument will be administered--mail, telephone, or personal visit.
5. Determine what method of duplication will be used. Determine quantities needed.
6. Determine the scope of the survey, if this has not already been determined.

   Do you want to follow-up students who graduated during the last year, the last three years, or the last five years?

   Will a random sample suffice, or do you plan total coverage? If random sampling techniques are used, determine method.
7. Prepare tentative schedules for conducting the follow-up.
8. Designate individual responsibilities if total staff and faculty involvement is to be used.
9. Obtain names, addresses, and telephone numbers of those to be surveyed (including employers). This could be a total staff effort or one person could be designated to collect and organize the data. The school records office should be used in this task.

10. Select and prepare an appropriate coding system for recording information.

Conducting the Follow-up

1. Conduct survey--mail instruments, make telephone calls or personal visits.
2. Tally responses as returned questionnaires arrive. (Refer to tally instruments and composite reports.)
3. Make schedule for follow-up request to non respondents. Two weeks after the requested return date a second attempt should be made to obtain a response. This can be accomplished by mailing a reminder letter (Sample Document 2) along with another instrument or by telephoning those who have not completed.
4. Mail second instruments to non respondents or begin interviewing.

Procedures for Data Analysis

Tally Instructions

Once a satsifactory portion of instrument responses has been received, the results are ready for posting on the "Tally Instruments and Composite Reports." The responses may be tallied manually or a computer could be utilized for summarization.

1. If a small survey is being conducted, involving less than one hundred individuals, a hand tally of the results is probably the most efficient means of summarization.
2. However, if a much larger survey is being conducted, you may wish to use a computer to summarize your results. Of course, the availability of a computer or other data processing facilities will influence this decision.
3. After the responses have been tallied, the totals provide a composite report.

Composite Report

The totals of the tally instruments comprise the composite reports. These composite statistics could be transferred to a duplicated copy of the original survey instrument if the tally instruments and composite reports appear to be crowded or cluttered.

The "Tally Instruments and Composite Reports" include two classifications of data:

Data collected from follow-up instruments
Institutional extant data (Former Student Program
    Evaluation)

The extant data should be available in the permanent school records, placement office, departmental offices, instructors, and from other sources that maintain school records. The follow-up data will be collected as the responses are recorded. The "Tally Instrument and Composite Reports" must preserve the anonymity of individual responses and only show group data.

The data needed by different institutions will vary. However, the following examples are types of information that might be included in the composite report:

Follow-Up Report (From-to Date)

Extant Data:
- Total Enrollment
- Completions
- Returning Next Quarter
- Withdrawals

Data collected from Follow-up study:

- Completions
- Continuing Education
- Employed in the field
- Employed in unrelated field
- Unemployed
- Entered military service
- Unknown
- Employed in service area
- Salary information
- Students and Employer perceptions of occupational training programs
- Students and Employers visited
- Employer and Student comments and recommendations

Responsibilities of Institutional personnel

1. It is suggested that the institutional representative finalize the data into understandable information, duplicate, and distribute copies of summaries to program instructional staff. Response summaries can be presented in the form of tallies, percentages, histograms, or averages. The method most applicable to presenting and interpreting the specific data should be utilized. The report

should begin with a statement of how the data here collected and for what purposes.

2. The institutional representative forwards the indepth data to the proper department chairperson and the support services supervisor.

3. Summary conferences are conducted between the department chairperson and the program staff to review and discuss the program data gathered. Also, the support services supervisor holds a summary conference to review the institutional data gathered.

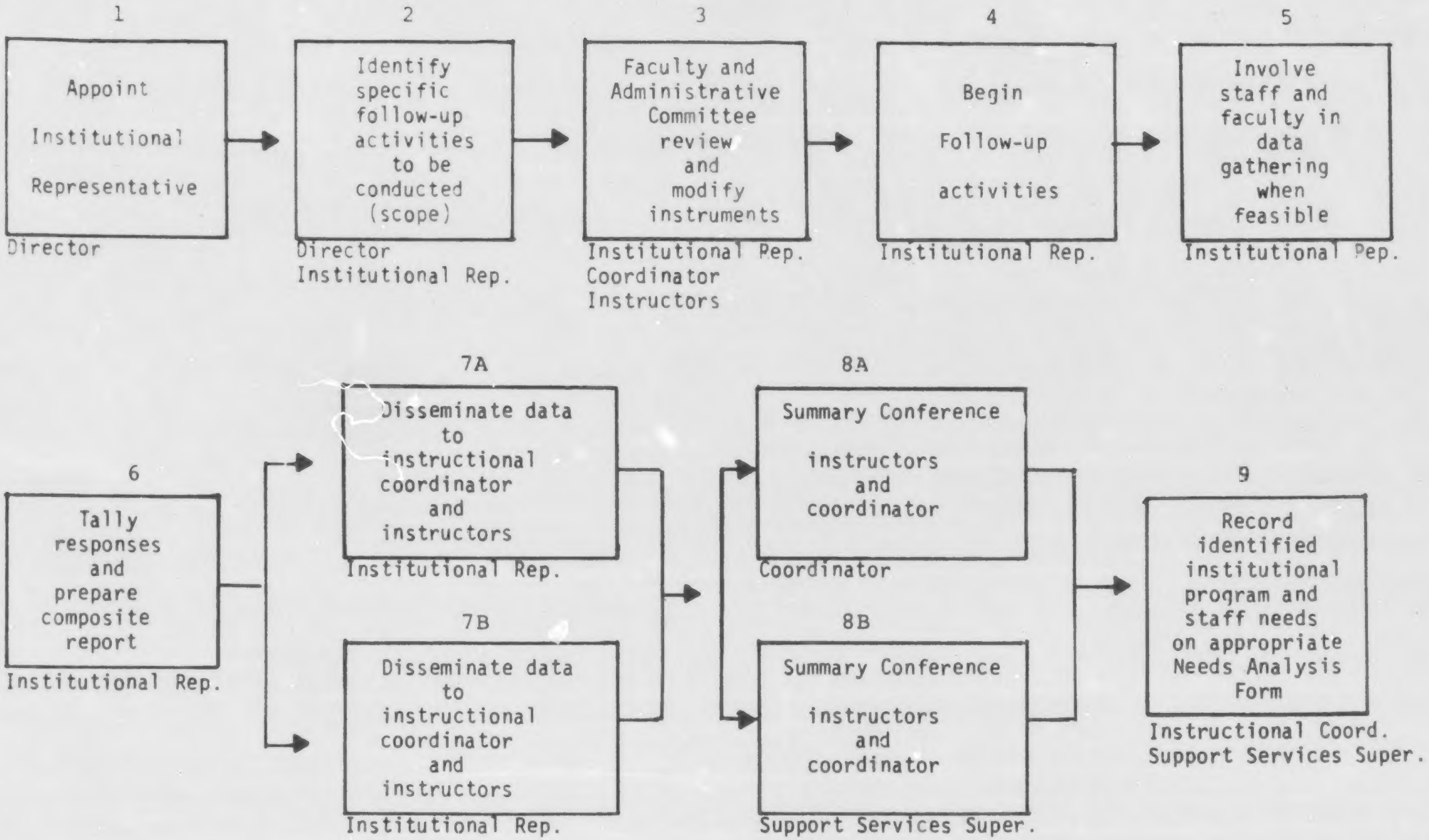
4. The department chairperson records those identified program needs on the program needs analysis profiles, and the support services supervisor records those identified institutional needs on the institutional needs analysis profiles.

Data Utilization

The primary purposes of this total evaluation model is for individual, program, and institutional improvement. In order for the data gained from the process in this manual to be meaningful, it must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement. The Student Follow-Up Flow Chart on the following page provides an overview of the process covered in this chapter.

STUDENT FOLLOW-UP

Flow Chart


1
Appoint Institutional Representative
Director
2
Identify specific follow-up activities to be conducted (scope)
Director
Institutional Rep.
3
Faculty and Administrative Committee review and modify instruments
Institutional Rep.
Coordinator
Instructors
4
Begin Follow-up activities
Institutional Rep.
5
Involve staff and faculty in data gathering when feasible
Institutional Rep.
6
Tally responses and prepare composite report
Institutional Rep.
7A
Disseminate data to instructional coordinator and instructors
Institutional Rep.
7B
Disseminate data to instructional coordinator and instructors
Institutional Rep.
8A
Summary Conference instructors and coordinator
Coordinator
8B
Summary Conference instructors and coordinator
Support Services Super.
9
Record identified institutional program and staff needs on appropriate Needs Analysis Form
Instructional Coord.
Support Services Super.

Listing of Sample Documents

Number of Document	Document Title
1	Sample Cover Letter to Accompany Student Follow-Up Forms as Follows: Early Leavers, Program Completers, and Former Students
2	Sample Cover Letter to Accompany Second Attempts for Follow-Up Forms as Follows: Early Leavers, Program Completers, and Former Students
3	Sample Cover Letter to Accompany Follow-Up Form: Former Student Program Evaluation, Three-and/or Five-Year Follow-Up
4	Sample Cover Letter to Accompany Follow-Up Forms: Former Student Program Evaluation Three-and/or Five-Year Follow-Up
5	Student Follow-Up: Early Leavers Form
6	Student Follow-Up Tally Instrument and Composite Report: Early Leavers Form
7	Student Follow-Up: Program Completers Form
8	Student Follow-Up: Tally Instrument and Composite Report Program Completers Form
9	Student Follow-Up: Former Student Program Evaluation
10	Student Follow-Up: Tally Instrument and Composite Report Former Student Program Evaluation
11	Student Follow-Up: Employer's Evaluation of Former Students
12	Student Follow-Up: Tally Instrument and Composite Report Employer's Evaluation of Former Student
13	Student Follow-Up: Three-and/or Five-Year Follow-Up

14 Student Follow-Up: Tally Instrument and Composite Report
Three-and/or Five-Year Follow-Up

15 Additional Methodology for Gathering Data Related to Employer Perceptions

Sample Document 1

SAMPLE COVER LETTER TO ACCOMPANY STUDENT FOLLOW-UP FORMS AS FOLLOWS: EARLY LEAVERS, PROGRAM COMPLETERS, AND FORMER STUDENTS

Dear Miss Doe:

You, as a former student of ________(Name of Institution)________ are one of our most valuable sources for suggestions on how to improve our occupational programs. Please help us to better serve students and the community by completing and returning the enclosed form by ______(Return Date)________. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response.

Your cooperation in this improvement effort will be appreciated.

Cordially,

John H. Smith
Job Placement Specialist

JHS:ije

Enclosure

Sample Document 2

SAMPLE COVER LETTER TO ACCOMPANY SECOND ATTEMPTS FOR FOLLOW-UP FORMS AS FOLLOWS: EARLY LEAVERS, PROGRAM COMPLETERS, AND FORMER STUDENTS

Dear Mr. Smith:

HELP! We need your evaluation of the *(Name of Program)* occupational training program at *(Name of Institution)*. Without your perceptions, as a former student, the follow-up information will not be complete. We have been waiting to hear from you.

In case you did not receive our first letter, this second copy of the follow-up form is being sent so you will have the opportunity to let us know how you feel about the training you received.

Won't you as an alumnus of *(Name of Institution)* help us improve the occupational training for future students. Please mail your completed evaluation form today. A stamped, addressed envelope is enclosed for your convenience. Let us assure you that all responses will be held in strict confidence.

Your cooperation is needed and will be appreciated.

Cordially,

John H. Smith
Job Placement Specialist

JHS:ije

Enclosure

SAMPLE COVER LETTER TO ACCOMPANY FOLLOW-UP FORM EMPLOYER'S EVALUATION OF FORMER STUDENTS

Dear Mr. Doe:

Your help is requested! We are currently conducting a study to evaluate the effectiveness of the _____*(Name of Program)*_____ program offered to _____*(Name of Institution)*_____ students. As an employer of former students, your opinions are valuable.

A short evaluation form is enclosed, which can be completed in a very few minutes. Will you please take a few minutes to complete this form and help us in our efforts to better serve students and the community. No employer, employee, or supervisor will be identified in the results of this study, and all responses will be kept in complete confidence.

Your answers will help us to identify the strengths and weaknesses of our present occupational training programs. You will be making a valuable contribution to the improvement of the training of future students. Please complete and return the forms by _____*(Return Date)*_____. A stamped, addressed envelope is enclosed for your convenience.

Your cooperation will be appreciated.

Cordially,

John H. Smith
Job Placement Specialist

JHS/ije

Enclosure

Sample Document 4

SAMPLE LETTER TO ACCOMPANY FOLLOW-UP FORM: FORMER STUDENT PROGRAM EVALUATION THREE-AND/OR FIVE-YEAR FOLLOW-UP

Dear Miss Jones:

"There is no substitute for experience" is a well-known cliche. Your experience on the job could be very valuable in helping to improve and update the occupational offerings at ____*(Name of Institution)*____. Your insight into current occupational training programs offered at ____*(Name of Institution)*____ are requested.

As an alumnus of this institution, please take a few minutes and complete and return the enclosed form. Your responses are needed by ____*(Return Date)*____.

A stamped and addressed envelope is enclosed for your convenience.

All information you supply will be held in confidence, and your name will never be associated with any response. If you desire to sign your name, a place is provided. If you wish for your response to remain anonymous, do not complete the name and address section of the form.

Your cooperation in this improvement will be appreciated.

Cordially,

John H. Smith
Job Placement Specialist

JHS/me

Enclosure

STUDENT FOLLOW-UP:

EARLY LEAVERS FORM

This form requests the following information from students who left the program before completion and their status is unknown.

a. Reason for discontinuing studies

b. Present status and employment information

c. Suggestions for improving program and institutional services

d. Future plans

It is suggested that this instrument be mailed to each student's last known address immediately upon his/her withdrawal from school.

A cover letter (Sample Document 2) accompanies this instrument.

STUDENT FOLLOW-UP

EARLY LEAVERS FORM

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name ______________________________

Address ______________________________

____

Program ______________________________

1. Please check the reason for discontinuing your studies at this institution prior to completing the prescribed course of study:
   - ______ Employment
   - ______ Home/family needs
   - ______ Military
   - ______ Financial
   - ______ My course of study was not suited to my interests.
   - ______ My course of study was not what I'd hoped it would be.
   - ______ Other, (specify) ______________________________

2. Check your present employment status:

   ______ Part Time ______ Full Time ______ Unemployed

3. If unemployed or employed part time, please check the reason why:
   - ______ Part time employment is all I desire.
   - ______ I do not want a job.
   - ______ I'm in the military service
   - ______ I'm in school.
   - ______ I have not been able to get a job.
   - ______ I do not have enough training.
   - ______ I dislike the work for which I was trained.
   - ______ I can't earn enough money to make it worth working.
   - ______ Other, (specify) ______________________________

4. Employer ______________________________

   Employer's address ______________________________

   ____

   Position title ______________________________

   Nature of work ______________________________

   ____

   Is your job related to the instruction you received at this institution?

   ______ Yes ______ No

   Who helped you get your job?
   - ______ Parent
   - ______ Friend
   - ______ Instructor
   - ______ Job Placement
   - ______ State Employment Bureau
   - ______ Private Employment Agency
   - ______ Other (specify)

5. Suggestions for improving instructional/occupational training.

____

____

____

6. Suggestions for improving student services (Admissions, Job Placement, Counseling, etc.)

____

____

____

7. Do you plan to continue your formal education?

______ Yes ______ No

If yes, in what area? ______________________________

Sample Document 6

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

EARLY LEAVERS FORM

The Early Leavers Form was mailed to ___________ former students and returned by___________, a ___________ percent response.

Program _______________________________________ Year______________________

1. Reason for discontinuing studies at this institution prior to completing the prescribed course.

	Employment	Home/Family Needs	Military	Financial	Course of study not suited to my interests	Course of study not what I'd hoped it would be	Other (specify)
Total							

2. Employment Status

Part-time	Full-time	Unemployed
Total	Total	Total

3. Reasons for part-time and unemployment:

	Part-time is all desired	Do not want a job	In Military Service	In School	Not able to get a job	Not enough training	Dislike the work	Can't earn enough	Other (specify on sheet)
Total									

4. Is the job related to occupational instruction received?

YES ☐ *Total* ☐

NO ☐ *Total* ☐

5. Area of Employment: (taken from employer's address)

Service Area	Geographic Locations in the State	In State	Out of State
Total	*Total*	*Total*	*Total*

6. Who helped former student get job?

	Parent	Friend	Instructor	Job Placement	State Employment Bureau	Private Employment Agency	Other
Total							

7. Former students who plan to continue their formal education:

Total

In what areas:

8. Suggestions for improving instructional/occupational training:

9. Suggestions for improving services:

STUDENT FOLLOW-UP:

PROGRAM COMPLETERS FORM

This form is mailed each quarter to students who completed (were placed on a job) the previous quarter.

The purpose of this follow-up is to gather information concerning the job salary, and entry-level tasks of the occupational field. The student's perceptions of the instructional program and ancillary services are gathered about a year after job placement--after the student has had sufficient experience to make valid suggestions concerning his/her readiness for employment.

Similar information is requested from students of each program. However, the forms request the following specific information pertaining to the program:

a. Present status and employment information, including salary

b. Student perceptions concerning the school including recommendations for improving the program and institution

c. Future plans

A cover letter accompanies this instrument (Sample Document 1).

STUDENT FOLLOW-UP

Program Completers Form

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name ____

Address ____

____

Program ____

1. Please check your present employment status:

_______ Full-time _______ Part-time _______ Unemployed

If unemployed or employed part-time, please check the reason why:

_______ Part-time employment is all I desire.
_______ I'm in the military service.
_______ I'm in school.
_______ I have not been able to get a job.
_______ I do not have enough training.
_______ I dislike the work for which I was trained.
_______ I do not want a job.
_______ I can't earn enough money to make it worth working.
_______ Other, (specify) ______________________________

2. Employer ____

Employer's address ____

____

How long have you been on your present job?

_______ 1 - 2 months _______ 3 - 4 months
_______ 2 - 3 months _______ 4 - 5 months
_______ more than 6 months

3. Is your job related to the training you received at this institution?

_______ Yes _______ No

4. Approximate weekly salary, before deductions?

_______ Under $100 _______ $176 to $200
_______ $101 to $125 _______ $201 to $250
_______ $126 to $150 _______ $251 or more
_______ $151 to $175

If you were employed prior to attending this institution, what was your approximate weekly salary, before deductions?

_______ Under $100 _______ $176 to $200
_______ $101 to $125 _______ $201 to $250
_______ $151 to $175 _______ $251 or more

5. As a whole, how do you feel about your experience at this institution?

_______ Like it very much
_______ Like it pretty well
_______ Neither like nor dislike it
_______ Dislike it more than like it
_______ Dislike it very much

6. Please make any comment that you feel would aid us in improving the school or the program you took.

____

____

____

7. Suggestions for improving student services (Admissions, Job Placement, Counseling, etc.) at this institution.

____

____

____

8. Do you plan to continue your formal education?

_______ Yes _______ No

If yes, in what occupational area? ______________________

____

STUDENT FOLLOW-UP: TALLY INSTRUMENT AND COMPOSITE REPORT

Program Completers Form

PROGRAM *(EXAMPLE) Business Education* YEAR *1977*

The Program Completers Form was mailed to *23* former students and returned by *12*, a *52* percent response.

1. Present employment status:

Part-time		Full-time		Unemployed	
	Total		*Total*		*Total*

2. Location of employment:

Service Area		Your Institution		Your State		Out of State	
	Total		*Total*		*Total*		*Total*

3. Reasons for unemployment and part-time employment:

	Part-time is all I desire	Do not want a job	In Military Service	In School	Not able to get a job	Not enough training	Dislike the work	Can't earn enough	Other (specify on sheet)
Total									

198

199

Sample Document 8

4. Length of time on present job:

	Less than one month	1 - 2 months	2 - 3 months	3 - 4 months	4 - 5 months	6 months or more
Totals						

5. Is job related to training received at this institution?

YES		*Total*
NO		*Total*

6. Salary information:

Amount	under $100	$101 tc $125	$126 to $150	$151 to $175	$176 to $200	$201 to $250	$251 or more
CURRENT SALARY RATE							
Total							
SALARY RATE PRIOR TO ATTENDING THIS INSTITUTION							
Total							

7. Feelings about this institution

	Liked it very much	Liked it pretty well	Neither liked nor disliked	Disliked more than liked	Disliked it very much
Total					

8. Former Students who plan to continue their formal education:

Total	

In what areas:

Real Estate

9. Suggestions for improvement:

More training on telephone techniques needed.

A quiet study area needed.

STUDENT FOLLOW-UP

FORMER STUDENT PROGRAM EVALUATION

It is suggested that the information requested on this form be obtained by an on-site visit by a school representative, the job placement and follow-up specialist, or institutional representative. If a personal visit is not possible, the form is designed for gathering the information by mail or telephone. This information is gathered one year after the student was employed. The student has had time to gain experience on the job and review the instructional program in light of employment needs. The instrument gathers data concerning the following:

a. Present status and employment information

b. Student perceptions and recommendations concerning the occupational training program including equipment and resource materials

c. Instructional methods

The cover letter shown (Sample Document 1) is intended for use only if the instrument is mailed.

STUDENT FOLLOW-UP:

FORMER STUDENT PROGRAM EVALUATION

BUSINESS EDUCATION

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE A PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name ______________________________

Address ______________________________

Program ______________________________

1. Please indicate your present status.
   _______ Employed _______ Unemployed (If unemployed, skip to number 7)

2. Employer ______________________________
   Employer's address ______________________________

3. Job Title ______________________________
   Job Duties ______________________________
   ____

4. Is your job related to your occupational training at the institution?
   _______ Yes _______ No

5. Length of time on the job
   _______ 1 - 3 months
   _______ 4 - 6 months
   _______ 7 - 9 months
   _______ 10 - 12 months
   _______ over 12 months

6. Have you received any promotions since going to work?
   ____

7. Please rate each area of training you had.

	Need Further Training		Students Rating of Training			
	Yes	No	Excellent	Good	Fair	Poor
Typewriting						
Shorthand						
Filing						
Office Procedures						
Business Math						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						

8. In general, how much help was your occupational training in the following areas:

	MUCH	SOME	LITTLE	NONE
Knowing how to use tools and equipment.				
Knowing what one does in this kind of job.				
Using time and energy productively .				
Finding needed job related information.				
Being able to talk to the supervisor about job problems. .				
Getting along with the customer, being patient and so on. . . .				
Getting along with other workers . .				
Interviewing for a job				
Handling new or unpleasant situations				
Applying for a job				

9. Please mark the following instructional methods in terms of how you learn the best.

	LIKE	DISLIKE	DON'T KNOW
Lecture.			
Individualized instruction			
Group activities			
Project activities			
Demonstrations			
Homework			
Programmed texts			
Reading.			

10. Was the equipment used in your training program consistent with what you have used on the job?
_____ Yes _____ No (Please explain "No" answers on comments section)

11. Please rate the resource materials (books, audiovisuals, related magazines, etc.), available to you as a student in your occupational training program.
_____ Excellent _____ Good _____ Fair _____ Poor
(Please explain "Fair" and "Poor" ratings under comments section.)

12. Comments and suggestions for improvement: ____________________

____

____

____

____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

Former Student Program Evaluation

The Former Student Program Evaluation Form was mailed to __________ former students and returned by __________, a __________ percent response.

Program ______________________________ Year ______________

Employed ☐ Total ☐

Unemployed ☐ Total ☐

2. Is the job related to the occupational instruction received?

Yes ☐ *Total* ☐

No ☐ *Total* ☐

3. Location of employment:

Service Area	Your Institution	Your State	Out of State
☐	☐	☐	☐
Total ☐	*Total* ☐	*Total* ☐	*Total* ☐

4. Length of time on present job:

	1 - 2 months	4 - 6 months	7 - 9 months	10 - 12 months	over 12 months
Total					

5. Former Students receiving promotions since going to work:

	Total ☐

6. Instructional methods in terms of how the students learn the best:

	LIKE	DISLIKE	DON'T KNOW
Lecture	Total ☐	Total ☐	Total ☐
Individualized instruction	Total ☐	Total ☐	Total ☐
Group activities	Total ☐	Total ☐	Total ☐
Project activities	Total ☐	Total ☐	Total ☐
Demonstrations	Total ☐	Total ☐	Total ☐
Homework	Total ☐	Total ☐	Total ☐
Programmed texts	Total ☐	Total ☐	Total ☐
Reading	Total ☐	Total ☐	Total ☐

7. Students rating of training at your institution.

	Need Further Training		Students Rating of Training			
	Yes	No	Excellent	Good	Fair	Poor
Typewriting	Total	Total	Total	Total	Total	Total
Shorthand						
Filing.						
Office Procedures						
Business Math						
Duplicating Procedures. . . .						
Verbal Communication Skills .						
Written Communication Skills.						
Accounting						
Telephone Techniques.						
Business Machines						
Human Relations						

8. In general, how much help was occupational training in the following areas:

	MUCH	SOME	LITTLE	NONE
Knowing how to use tools and equipment	(EXAMPLE)			
Total				
Know what one does in this kind of job				
Total				
Using time and energy productively				
Total				
Finding needed job related information				
Total				
Being able to talk to the supervisor about job problems				
Total				
Getting along with the customer, being patient and so on				
Total				
Getting along with other workers				
Total				
Interviewing for the job				
Total				
Handling new or unpleasant situations				
Total				
Applying for a job				
Total				

9. Was the equipment used in the training program consistent with what former student uses on the job?

Total ☐ *Total* ☐

10. Former Students rating of resource materials used in occupational training program.

Total ☐ *Total* ☐ *Total* ☐ *Total* ☐

11. Comments and suggestions for improvements.

Program Extant Data

Program ____ Year _______

	Number	Percentate
Total Enrollment	________	
Completions	________	________
Returning next quarter	________	________
Withdrawals	________	________

The extant data shown above are factors to be included in cost analysis. The following formulas for computing cost per placement and cost per student are given as examples:

*Cost per Student

$$\frac{\text{*COST FACTORS}}{\text{**TOTAL ENROLLMENT}}$$

*Cost per Placement

$$\frac{\text{*COST FACTORS}}{\text{***STUDENTS PLACED IN FIELD}}$$

*The following cost factors were used by the developer institution:

- --Total salaries for instructors
- --101 Equipment (15 percent of total cost to be depreciated over a 7-year period)
- --100 percent of lease equipment and maintenance
- --Supply expenditures

**Total Enrollment includes completions, returning next quarter, and withdrawals.

***Students placed in field is the total taken from question 2 of this composite report.

STUDENT FOLLOW-UP

EMPLOYER'S EVALUATION OF FORMER STUDENTS

The information requested on this form is obtained after the former student has had time to get familiar with the job and the employer has had time to observe and evaluate the employee's performance. The institution gets this data approximately six months to one year after the former student is employed.

It is suggested that this information be obtained by an on-site visit by the job placement specialist or the institutional representative. However, if such a visit is not possible, the information could be obtained by mail or telephone.

The instrument collects the following data:

a. Employer or business information

b. Performance ratings in specific skill areas as well as those in the effective domain

c. Comparison of a former student's performance with that of an employee who was trained on the job or was trained in another program

d. Suggestions for improvements in occupational training program.

The cover letter shown (Sample Document 3) is intended for use only if the instrument is mailed.

STUDENT FOLLOW-UP

Employer Evaluation of Former Students

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Employee ____________________
Employer ____________________
Employer's address ____________________
Employer's telephone ____________________
Name of Supervisor ____________________
Job Duties performed by employee ____________________
____

1. Length of time employee has been on the job:
   ______ 6-8 months ______ 12-14 months ______ over 18 months
   ______ 9-11 months ______ 15-18 months

2. Please rate each of the general traits of the employee listed below.

General trait	Excellent	Good	Fair	Poor
INTEGRITY: Trustworthiness, honesty, and loyalty				
DEPENDABILITY: Promptness and reliability in attendance				
RESPONSIBILITY: Willingness with which work is accepted and performed				
INITIATIVE: Ability to plan and direct own work				
JUDGMENT: Ability to make sound decisions				
COOPERATION: Ability to work in harmony with others				
LEADERSHIP: Qualities of understanding people and directing others				
ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work				
EMOTIONAL STABILITY: Poise and self-control				
COURTESY AND FRIENDLINESS: Shows genuine consideration and kindness toward others				
PERSONAL APPEARANCE: Neatness cleanliness, appropriate dress, and grooming				

3. Please check "Yes" or "No" on need for additional training and rate employee's Performance in each skilled category.

Example: Business Education	Needs Additional Training		Employee's Performance in each skilled area			
	YES	NO	Excel-lent	Good	Fair	Poor
Typewriting						
Shorthand						
Filing						
Office Procedures						
Business Mach						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						
Overall Rating of Skills						

4. Please compare the performance of this employee with the performance of an employee who was trained on the job.

Performance of employee trained at this institution.
__________ Superior
__________ Better
__________ Comparable to but no better than
__________ Poorer

5. Suggestions for improvements in or updating of this particular occupational training program:

____

____

____

____

Sample Document 12

STUDENT FOLLOW -UP TALLY INSTRUMENT AND COMPOSITE REPORT

Employer Evaluation of Former Students

Program *Business Education* Year ____________

1. Is job related to occupational training at this institution? (Taken from job duties)

YES		NO	
☐	Total	☐	Total

2. Length of time employee has been on present job.

	6-8 months	9-11 months	12-14 months	15-18 months	over 18 months
Total					

3. Please rate each of the general traits of the employee listed below:

General trait	Excellent	Good	Fair	Poor
INTEGRITY: Trustworthiness, honesty and loyalty	*(EXAMPLE)* *Total*	*Total*	*Total*	*Total*
DEPENDABILITY: Promptness and reliability in attendance				
RESPONSIBILITY: Willingness with which work is accepted and performed				
INITIATIVE: Ability to plan and direct own work				
JUDGMENT: Ability to make sound decisions				
COOPERATION: Ability to work in harmony with others				
LEADERSHIP: Qualities of understanding people and directing others				
ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work				
EMOTIONAL STABILITY: Poise and self-control				
COURTESY AND FRIENDLINESS: SHows a geniune consideration and kindness toward others				
PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming				

4. Employees Performance in Skilled Area:

SKILLS	Needs Additional Training		Students Rating of Training			
	Yes	No	Excellent	Good	Fair	Poor
Typewriting	(EXAMPLE) Total ☐	Total ☐	Total ☐	Total ☐	Total ☐	Total ☐
Shorthand	☐	☐	☐	☐	☐	☐
Filing	☐	☐	☐	☐	☐	☐
Office Procedures	☐	☐	☐	☐	☐	☐
Business Math	☐	☐	☐	☐	☐	☐
Duplicating Procedures	☐	☐	☐	☐	☐	☐
Verbal Communication Skills	☐	☐	☐	☐	☐	☐
Written Communication Skills	☐	☐	☐	☐	☐	☐
Accounting	☐	☐	☐	☐	☐	☐
Telephone Techniques	☐	☐	☐	☐	☐	☐
Business Machines	☐	☐	☐	☐	☐	☐
Human Relations	☐	☐	☐	☐	☐	☐
Overall Rating of Skills.	☐	☐	☐	☐	☐	☐

5. Comparison of performance of the institution trained employee with on-the-job trained employee:

Superior	*Total*	Better	*Total*
Comparable to but no better than	*Total*	Poorer	*Total*

6. Suggestions for improvements in or updating of this particular occupational training program:

Sample Document 13

STUDENT FOLLOW-UP:

THREE-AND/OR FIVE-YEAR FOLLOW-UP

This form was designed to gather information from program completers who have been employed in the occupational field. It is intended to gather occupational training needs and salary rather than assess the institution's training program.

It is suggested that this instrument be mailed once each three years for a three-year follow-up and once each five years for a five-year follow-up. An appropriate cover letter (Sample Document 4) should accompany the follow-up form. This instrument collects the following follow-up data:

a. Career patterns and present employment information

b. Occupational trends and salaries

c. Reasons for out-of-field employment

STUDENT FOLLOW-UP

THREE AND/OR FIVE YEARS

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTION THAT YOU DESIRE NOT TO ANSWER.

Name ____

Address ____

Program ____

1. Are you employed at the same place you began working after completing this institution?

   _______ Yes _______ No

   If no, how many times have you changed jobs?

   _______ 1 _______ 3 _______ 5
   _______ 2 _______ 4 _______ more than 5

   If you have changed jobs, indicate reasons for doing so.

   _______ Better pay
   _______ Better benefits
   _______ More advancement opportunities
   _______ Nearer to home
   _______ Personality conflicts
   _______ Employer did not live up to promises
   _______ Fired
   _______ Better working conditions
   _______ Other (Specify) ______________________________

2. Have you received any promotions?

   _______ Yes _______ No

BEGINNING	PRESENT
_______ $75 to $100	_______ Under $75
_______ $101 to $125	_______ $75 to $100
_______ $126 to $150	_______ $101 to $125
_______ $151 to $175	_______ $126 to $150
_______ $176 to $200	_______ $151 to $175
_______ $201 to $250	_______ $176 to $200
_______ $251 or more	_______ $201 to $250
	_______ $251 or more

4. Present job title ______________________________

   Job Duties ______________________________

   Are you employed on a job related to the training you had at this institution?

   _______ _______ No

   If no, please check reason.

   _______ The training was not a good choice. I didn't know enough about my interests and abilities.
   _______ I didn't know enough about the kinds of occupations in which I might get a job.
   _______ I didn't know what the job was really like.
   _______ Few jobs available in this field.
   _______ I needed more training and couldn't get it.
   _______ I couldn't earn enough money.
   _______ Other (Specify) ______________________________

How do you feel about your job?

______ It's awful.

______ Not what I'd hoped to have.

______ It's OK.

______ I like it.

______ I like it very much.

6. Have the job requirements changed for the occupation you were trained for at this institution

______ Yes ______ No

Please make recommendations concerning requirements of your job and trends that would affect the occupational curriculum and training program.

____

____

____

7. Other Comments: ____

____

____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

Three and/or Five Years

The "Three and/or Five Years" instrument was mailed to ______ ____ former students and returned by ____________, a ____________ percent response.

Program ______ *(EXAMPLE) Business Education* ______ Year ________________

1. Is former student employed at the same place he/she began working after completing this institution?

Yes	*Total*	No	*Total*

If no, how many times has former student changed jobs?

Total	1	2	3	4	5	6

If former student changed jobs, reasons for doing so:

	Better Pay	Better Benefits	Advancement Opportunities	Nearer Home	Personality Conflict	Employer did not do what promised	Fired	Better working conditions	Other (Explain on last page)
Total									

2. Has former student received any promotions?

Yes	*Total*	No	*Total*

3. Beginning salary range:

	under $75	$ 75 to $100	$101 to $125	$126 to $150	$151 to $175	$176 to $200	$201 to $250	$250 or more
otal								

Present salary range:

	under $75	$ 75 to $100	$101 to $125	$126 to 150	$151 to $175	$176 to $200	$201 to $250	$250 or more
tal								

4. Is former student employed on a job related to the training he/she had at this institution?

YES ☐ *Total* ☐

NO ☐ *Total* ☐

5. Reason former student is not working on a job related to the training he/she had at this institution.

☐ The training was not a good choice.
Total

☐ Former student didn't know enough about the kinds of occupations in which he/she might get a job.

☐ Former student didn't know what the job was really like.

☐ Few jobs available in this field.

☐ Former student needed more training and couldn't get it.

☐ Former student couldn't earn enough money.

☐ Other (Specify) ______________________________

6. Feelings about the job:

It's awful	Not what I'd hoped to have	It's OK	I like it	I like it very much

7. Have the job requirements changed for the occupation the student was trained for this institution?

YES ☐ *Total* ☐

NO ☐ *Total* ☐

8. Other comments and recommendations:

ADDITIONAL METHODOLOGY FOR GATHERING DATA RELATED TO EMPLOYER PERCEPTIONS

The following instrument from Trident Technical College in South Carolina provides an additional methodology for gathering information related to employer perceptions.

TRIDENT TECHNICAL COLLEGE

EMPLOYER FOLLOW-UP SURVEY

The purpose of this survey is to evaluate the effectiveness of this institution's instructional programs by finding out how well our recent graduates are performing on the job. Only the employers or supervisors of graduates whose jobs are closely or directly related to the program they completed should be interviewed. Try to talk with the person who is most familiar with the graduate's work. Assure the employers or supervisors that their answers will be treated confidentially and never linked to them or to the graduate.

Graduate Information

Graduate's name ______________________________

Program graduate completed in 1978-79 ______________________________

Graduate's job title ______________________________

Employer Information

Name of company, agency, etc. ______________________________

Street address ______________________________

City and state ______________________________

Telephone number ______________________________

Type of business or agency ______________________________

Name of graduate's immediate supervisor ______________________________

Interview information

Name of person actually interviewed ______________________________

Position of person interviewed ______________________________

Date of interview ____________________ Time ______________

Name of interviewer ______________________________

CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

1. Relationship of person interviewed to graduate:

1 EMPLOYER
2 SUPERVISOR
3 OTHER (please specify) ____________________

2. How long has (graduate) worked for you (this company, this agency, etc.)?

1 0 TO 6 MONTHS
2 7 TO 12 MONTHS
3 13 TO 24 MONTHS
4 MORE THAN TWO YEARS

What are his/her basic job duties?

____

____

4. What is the minimum level of education you require for this type job?

1 LESS THAN HIGH SCHOOL DIPLOMA
2 HIGH SCHOOL DIPLOMA
3 ONE-YEAR OCCUPATIONAL PROGRAM CERTIFICATE OR DIPLOMA
4 TWO YEARS OF COLLEGE--NO DEGREE
5 TWO-YEAR ASSOCIATE DEGREE
6 FOUR OR MORE YEARS OF COLLEGE
7 OTHER (please specify) ____________________

5. When (graduate) first started working for you, what do you feel were his/her greatest strengths?

____

____

____

6. What do you feel were his/her greatest weaknesses?

____

____

____

7. Do you feel that the training (graduate) received at this institution adequately prepared him/her for this job?

1 NO
2 YES

Technical Skills. Compared with your other workers who have similar jobs, how would you rate this employee in each of the following areas? (Please circle one number for each item.)

	NOT APPLICABLE	BELOW AVG	ABOUT AVG	ABOVE AVG
8. Job-related knowledge.	0	1	2	3
9. Ability to operate job-related tools, instruments, and equipment.	0	1	2	3
10. Other job-related technical skills	0	1	2	3
11. Organizational skills.	0	1	2	3
12. Communication skills	0	1	2	3
13. Math skills.	0	1	2	3
14. Overall quality of work.	0	1	2	3
15. Quantity of work accomplished. . .	0	1	2	3
16. Safety habits.	0	1	2	3
17. Care of equipment.	0	1	2	3

Personal Skills. Again compared with your other workers who have similar jobs, how would you rate this employee in each of the following areas? (Please circle one number for each item.)

	NOT APPLICABLE	BELOW AVG	ABOUT AVG	ABOVE AVG
18. Attendance	0	1	2	3
19. Punctuality.	0	1	2	3
20. Attitude toward job.	0	1	2	3
21. Ability to follow instructions . .	0	1	2	3
22. Ability to work without supervision	0	1	2	3
23. Willingness to learn and improve .	0	1	2	3
24. Ability to work well under pressure	0	1	2	3
25. Cooperation with fellow workers	0	1	2	3
26. Cooperation with management. . . .	0	1	2	3
27. Personal appearance, dress	0	1	2	3

28. Compared to your other employees who have similar jobs, how would you rate (graduate's) overall on-the-job performance?

1 IN THE LOWEST QUARTER
2 IN THE BOTTOM HALF, BUT NOT IN THE LOWEST QUARTER
3 IN THE TOP HALF, BUT NOT IN THE HIGHEST QUARTER
4 IN THE HIGHEST QUARTER

29. If you had an opening, would you hire another graduate from this institution for this type job?

1 NO
2 NOT SURE
3 YES, WITH CAREFUL SCREENING
4 YES, WITHOUT RESERVATION

→ 30. Why not? ____________________

____

31. Would you recommend our graduates to other employers?

1 NO
2 NOT SURE
3 YES, WITH CAREFUL SCREENING
4 YES, WITHOUT RESERVATION

→ 32. Why not? ____________________

____

33. Finally, what do you think are the most important things we could do to improve the (graduate's) program?

____

____

____

____

CHAPTER ELEVEN

COST ANALYSIS EVALUATION

Although the fundamental purpose of evaluation is to make decisions concerning continuation, modification, or termination of occupational programs, you may wish to establish more specific criteria for conducting a cost analysis study. Wentling (1980) provides the following reasons for conducting a cost analysis in education.

To Justify Resource Allocation Decisions

When administrators or program managers develop the budget, they will want to know which programs provide the most benefits for the least cost. Moreover, allocations are more likely to be made to the program for which costs and benefits have been identified than for the program for which no costs or benefits have been projected. Just as investors usually rely on information concerning historical performance of stocks and potential of companies, controllers of education and training programs rely on historical performance of programs.

To Promote Better Utilization of Facilities

Although costs for most programs are heaviest in the area of staff, facilities can constitute a considerable expense. In some cases, it will be found that the sharing of facilitiities reduces the nominal costs for two programs, and available facilities can be stretched to accommodate new programs at little extra cost. The savings possible from the sharing of expenses will show up in a carefully executed cost analysis evaluation.

To Determine Optimum Staff or Human Resource Assignments

Since staff costs constitute a sizeable portion of the program budget, achieving utilization of qualified staff members is an important undertaking. For many courses it may be true that the employment of paraprofessionals or instructional assistants will reduce these costs. For example, should it be found that a program in health occupations requires only a half-time professional and can accommodate a half-time assistant, this program would be preferred to an alternative program that requires the full-time services of a professional.

To Determine Optimum Load for a Particular Program

Many times costs for a program are excessive for one class size and perfectly reasonable for another. In some cases an increase in class size will call for an additional staff member or an assistant, thus dramatically increasing the cost per pupil or instruction hour for the program. Other times it will be advisable to increase the student load or to combine classes to lower the cost per student. Expenses per individual student may make it inadvisable to continue a program that has a limited number of enrollees.

To Decrease Costs of High-cost/Low-incidence Programs

Should it be discovered that a program that serves few students incurs disproportionate expenditures, these costs may be reduced by seeking alternatives. The school may wish to extend an invitation to other schools to share the facilities, benefits, and costs of the program, to the benefit of both schools. Alternatively, it may be advisable to offer an extension course in lieu of the existing program. At any rate, discovering such high-cost/low-incidence programs may lead to the discovery of more suitable alternatives.

To Determine the Advisability of Financing the Development of a New Program

Although in some cases initial costs for implementing a program may appear prohibitive, cost analysis evaluation may support the implementation of a particular program by identifying long-term savings that will underwrite the initial investment. In other cases, cost analysis evaluation may show that implementing a new program is inadvisable, that the costs of implementing a new program, piloting the program, and developing materials will not prove worthwhile in the long run.

To Compare Alternative Programs

Often an institution or training agency will have to choose between two alternative programs, both of which look very similar on the surface. Cost effectiveness analysis will uncover methods for discriminating between these programs and making intelligent choices. Decisions of more limited scope, regarding the choice of competing instructional materials, equipment, and techniques, can also be facilitated by cost analysis.

To Provide Fiscal Accountability

It is nearly always to the advantage of the program in question to keep accurate records of the benefits that have been related to costs. Accountability will make the defense of a program possible in the face of enlightened criticism.

Cost Determination

Determining costs of educational programs is not a simple matter. There are several methodologies that can be utilized to break down program costs. One useful way is to make a distinction between program development and program operation expenses. Examples of program development and operation costs are provided by Wentling (1980).

Program Development Costs

- Printing
- Ancillary media costs
- Programming costs
- Design costs
- Packaging costs
- Evaluation costs
- Implementation costs

Program Operation Costs

- Instructor
- Building costs
- Administrative costs
- Materials and supplies cost
- Insurance costs
- Maintenance costs

Program operation costs are variable and relate to the number of students that one instructor can manage, or classroom space, and so on. Program development costs should be calculated first, to determine the cost of a program on the relative costs of two programs (Wentling 1980).

Program Development Costs

Wentling (1980) provides the following guidelines for the determination of program development costs.

> Program development costs are most commonly computed for a new course or program. The types of costs are extremely difficult to anticipate. Dependent upon your program's

idiosyncracies, these will be yours alone to identify and to assess.

Following is a breakdown of program development expenses that may be included in the cost calculation.

Authoring Expense

Authoring expenses are fees paid to an individual for the development of instructional materials. If an individual external to the educational or training institution is utilized as an author, the fee may be an hourly, daily, or contracted fee. On the other hand, if an internal staff member is given released time for authoring, the percentage of his salary proportionate to his released time should be calculated.

Pilot Learners' Reimbursement

Often, a sample group will be asked to react to specific characteristics of new material, such as its clarity or organization, prior to its final revision. If instruction is to be piloted, it may be necessary to pay those learners who will test the material. This cost will vary considerably depending on the availability and age of the audience. In some cases, volunteers or captive classes can be utilized at no cost.

Content Advisor Honorarium

Many program development activities involve an expert content advisor from a university or industrial firm. The time and effort required to complete the task will determine the fee to be paid. Usually, experts will work at a daily rate or for a contracted fee for completing the job.

Material Costs

Material costs are those costs for supplementary instructional devices such as slides, tapes, games, or simulation devices.

Layout/Design Costs

These costs are a function of graphic layout and design work. They may be related to printed matter or may include visual aides such as overhead transparencies, slides, and posters. The preparation of figures or diagrams to be included in workbooks or instructor guides are commonly recognized as belonging to this category.

Typing or Typesetting Costs

The preparation of material or copy to be reproduced will involve typing or typesetting costs. Typing, whether done by a regularly employed typist or by an additional person, is usually figured at an hourly rate.

Reproduction Costs

Expenses that are incurred as a function of printing, binding, slide duplication, tape duplication, and the like are included in this category. Items that are relevant to costs include quality and color of paper, packaging, cover stock, number of pages, slides, illustrations, total number of products to be published, type of printing used, and so on.

Administrative Costs

Costs related to the planning, organizing, and monitoring of developmental activity from its proposal to completion are considered to be administrative costs. Usually, a percentage of salary or a daily rate is charged against development for these costs.

Evaluation Costs

Costs incurred in the evaluation of the developmental activities and the resulting product are charged to this category. Evaluation costs include staff time, external expert fees (for review) and similar expenses. The cost categories presented above are related to the developmental activity of an instructional product. Additional developmental costs might include staff time for cost analysis and planning meetings, travel costs for visits to existing programs, and expenses for conferences with experts.

These costs may not apply to every program, and some programs may involve additional developmental expenses that have not been covered here.

Program Operation Costs

Program operation costs vary from one academic year to the next. To determine the cost of a completed program, evaluators should examine their records of expenditures. The following example is provided by Wentling (1980) to help breakdown program costs.

Program Operation Expense	Per Student	Per Course	Per Program	Per Organization
Instructor costs		x	x	x
Building costs			x	x
Administrative costs			x	x
Materials and supplies costs	x	x	x	x
Insurance costs				x
Maintenance costs				x
Depreciation costs			x	x

If projecting the costs of reinstating a program, the evaluator will want to know the following:

1. What costs are computed on the basis of the number of students enrolled?
2. How many students will be enrolled?
3. What costs are computed on the basis of the number of sections offered?
4. How many sections will be offered?
5. What costs are computed on the basis of the number of courses offered?
6. How many courses will be offered?
7. What costs are computed on the basis of the number of programs offered?
8. How many programs will be offered?
9. What costs will be allocated to programs, courses, sections, and students?
10. Is it necessary to compute allocated costs?

Instructor Costs

Instructor costs may be determined per individual student, per course, or per program. Per course or per program costs may be subdivided and computed per student in each course or program.

Material and Supply Costs

Materials and supplies are recurring costs, expended each year by students and staff on a per student or per course, per year basis. A preliminary estimate of supplies for a proposed program can be made by a pilot test of that program. For a program that has been in existence for some time, it is best to calculate average yearly costs over a period of time, then calculate the average yearly cost per student. This cost may be assigned to the projected number of students for the following year, or it may be assigned to a course rather than to individual students.

Building and Maintenance Costs

It is fortunate for the cost analyst that it is seldom necessary to compute building and maintenance costs in the comparative analysis of programs. These costs are normally allocated across disciplinary lines and the total cost per institution is normally unchanged regardless of the program that is implemented.

In fact, the unnecessary computation of building costs may lead to misrepresentation of the actual benefits of a program.

Administrative Costs

Administrative costs are those costs that are incurred in the coordination, supervision, monitoring, and evaluation of the program or programs of the education or training institution. These costs are usually fixed by salary, and it is often difficult to assign differential amounts to individual programs. Thus, it is common practice to divide total administrative costs by the number of programs. If a particular annual emphasis is on one program, it may be necessary to allocate an increased administration cost to that program for the year. This allocation, in most instances, will represent an estimate.

Limitations of Cost Analysis Evaluation

Johnson and Dietrich (1971), for example, recognize the following problems characteristic of cost identification:

1. Costs are infrequently linear. Many program and instructional expenses are fixed over narrow ranges whereas others are dependent upon enrollment, material costs, and other factors.
2. Cost records and data are inadequate. For the majority of organizations, expense categories are not in sufficient detail to afford accurate cost accounting.
3. Relevant costs are unavailable. The concept of opportunity costs is important in considering how resources are utilized.
4. Cost data on projects are unreliable. The methods of collecting on various instructional and program functions are as varied as the definitions of those functions.

This chapter was presented as a guide to aid evaluators in their task of evaluating program costs. In addition to this material the following references may prove helpful in this task.

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CHAPTER TWELVE

PREPARING AND REPORTING EVALUATION RESULTS*

The evaluation components for most state and local education agencies include: (1) program planning and operational processes, (2) student achievement, (3) student employment success, and (4) requirements for special populations. Procedures for collecting and processing the data have improved substantially since specific evaluation requirements were defined in the federal Vocational Education Act of 1963, especially with increased use of management information systems (MIS). The computerized MIS in some state and local education agencies provide numerous computer printouts revealing statistics on program enrollments, student achievement, and student employment success. However, some of this valuable information, once it has been processed and reported, is never used again.

Evaluators, meanwhile, accuse decision makers of ignoring the data and information. Decision makers complain because the data and information are voluminous, not specific, and difficult to read and understand. It follows that evaluators need to assess their performance in the area of preparing and reporting evaluation results.

This chapter provides a detailed discussion on those factors considered to be critical for the preparation of the evaluation report.

Specifically, this chapter describes types of evaluative data and presents specific recommendations for preparing reports, packaging information, and disseminating evaluation findings in order to increase utilization. The focus is on one evaluation component, student employment success. Emphasis is given to those data relating to product evaluation. Checklist 1 asks readers to identify those strategies they employ for utilization purposes.

Data Analysis

Data analysis, commonly defined, is the tabulation, organization, and summarization of the raw information collected during the evaluation. The analysis should relate data to the evaluation questions of the study, shape it into some usable form, and determine through the use of an appropriate statistical model or "practical/nonmathematical model" if the findings are significant or due to chance variation.

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*Stephen J. Franchak and Michael H. Kean. Evaluation Handbook: Guidelines and Practices for the Utilzation of Evaluation Results. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. 1981 p.45.

Based on the evaluation goals as they relate to the decision-making structure and decision makers, plans should have been made to test specific hypotheses or answer specific questions, and collect the data needed. Fitting quantitative data to a statistical model directs the evaluators' attention to certain aspects of the data and suggests inferences that may be made. This model should be made explicit and its use should be justified by its relationship to the decision-making structure, evaluation goals, and nature of data collected. The analysis may be invalid if--

1. relationships are not recognized in the choice of analytical methods models (quantitative, qualitative);
2. data aggregation levels are not appropriate;
3. assumptions for employing analytical methods or models are not satisfied.

Data and Information Presentation

It is important to note the distinction between data and information:

> Information comes from data, which are logical presentations of measurements, observations, and computations. Logical is here defined as orderly, intelligible, objective, and capable of forming accurate relationships based on principles and rules of reason. (Mercer and Koester 1978, p. 85).

Not all data contain information capable of being assigned a useful meaning.

Assigning meaning to data consists of taking the information resulting from the data analysis process and subjecting it to expert scrutiny. Such an examination should explain the meaning of the displayed information in terms that are comprehensible to decision makers and other information users. These assigned meanings are useful for accountability, policymaking, and program improvement.

For example, the interpretation of analyzed data on student employment success can best be performed by the professional staff, the evaluators, or data analyst. However, top levels must feel comfortable with the fact that these individual organizations at either the state or local levels are acquainted with vocational programs, are credible and competant evaluators familiar with problems facing the managers, and have a deep concern for the target audiences they are serving. Equally important to this process is the need for the evaluator or data analyst to view these data as integral elements of a comprehensive management information system (MIS).

Moreover, these data need to be considered as only one element of information contained in a MIS. For example, a preliminary step in organizing the data interpretation and presentation function of the MIS is deciding what client format is appropriate. This could take the form of a cross-tabulation such as program area by function (i.e., personnel development, teacher inservice, curriculum development, and so forth), by a combination of areas and functions, or by any other grouping that facilitates the needs of a specific education agency--state (SEA) or local (LEA).

State and local education agencies may present employment success in a variety of forms, depending upon the target users, such as the following: (1) the general public, (2) education planners, (3) educational administrators, (4) board of education members, and (5) program advisory committees.

Each of these audiences has different needs. The general public does not usually require a detailed report. A one-to-three page report highlighting the results of the assessment of the former students' satisfaction with their training and job may be sufficient. Educational administrators and the advisory council for vocational education may be interested only in a one-page executive summary and a list of conclusions and recommendations. In contrast, educational planners, classroom instructors, and placement personnel may need a detailed "technical" report to enable them to recommend or develop specific strategies for program changes. State administrators and planners may want to review final reports prepared for federal officials.

The interpretation of the evaluation data in the oral and written reports is important. Careful attention is required to ensure that the evaluation reports are not misleading. Many users will judge the entire study effort on the basis of the final report. If it is not clear and complete or does not reflect all of the findings and limitations of the evaluation, the information may be ignored or misused. There is no guarantee that evaluation results will not be misused. However, full and open disclosure can help to ensure that findings are not misunderstood. In sum, the evaluation report should be sufficiently clear to the audience in its description of goals, procedures, and findings about what was done, why it was done, and what was learned.

Reporting Recommendations

A common mistake in reporting on the assessment of former vocational students' employment success is to distribute the same report to all audiences. Evaluators must identify the audiences to whom the report is intended to serve and for what purpose--accountability, decision making, or program improvement. It is not uncommon for an LEA or an SEA to distribute hundreds of final report copies of fifty or more pages. This practice is not only costly but also of questionable value. The general public needs straightforward summary information, not technical "trivia" or sheer mass. The administrator who has neither the time nor the technical expertise to review the entire contents to recommend policy action or determine program decisions, may never read it. Only the educational planner, classroom/laboratory instructor, counselor/placement personnel may need to know all the detailed information. Thus, an important consideration in the strategies for presentation and utilization is the length of the report. In a study to determine appropriate reporting formats for educational decision makers, Brickell states:

> Top officials and management staff were more likely to ask for short reports; program and project specialists were more likely to request medium or long reports in their areas of specialization (p. 99.).

As a rule of thumb, short reports average one page, three minutes reading time; medium reports, ten pages, fifteen minutes; and long reports, one hundred pages, sixty minutes (Brickell 1974, p. 99).

The alternative reports on student employment success must be weighed in terms of the targeted reading audience. At the state level, all three reports--short, medium, and long--should be prepared. If the state conducts the assessment of student employment success of former students or a sample of the total population, it seems advisable that it also prepare statistical reports for each of the LEAs. At the local level, the detailed report and the executive summary should be minimum requirements.

Graphic Presentations

Graphic presentations are an extremely useful and efficient medium for the presentation of quantitative data in a manner that facilitates the comparison of values, trends, and relationships. Graphic displays have qualities and values lacking in a narrative presentation:

1. They are more effective in creating interest and catching the attention of the reader.
2. They provide visual relationships that are more clearly grasped and more easily remembered.
3. They are more time efficient, since the essential meaning of large masses of statistical data can be assimilated at a glance.
4. They provide a more comprehensive picture of the problem, making for a more complete and better balanced understanding.
5. They stimulate and facilitate analytical thinking and investigation, which brings out hidden facts and relationships.

Graphic presentations may take any of the following forms:

1. Rectilinear coordinate charts--The most frequently used of this type is the simple, arithmetic line chart. A number of useful variations exist; the cumulative curve chart, staircase curve chart, simple-surface or silhouette chart, staircase surface chart, multiple-surface or band chart, and the 100 percent surface chart.

2. Bar and column charts--The major use of these forms is to facilitate the visual comparison of the magnitude of coordinate items or parts of a total. The bars in a bar chart are arranged vertically in a column. Basically, there are at least eight types of bar charts: the simple bar chart, the bar-and-symbol chart, the subdivided-bar chart, the subdivided 100 percent bar chart, the grouped-bar chart, the paired-bar chart, the deviation-bar chart, and the sliding-bar chart.

   There are also eight basic types of column charts: simple column charts, connected-column charts, grouped-column charts, subdivided-column charts, net-deviation column charts, gross-deviation column charts, floating-column charts, gross-deviation column charts, floating-column charts, and range charts.

3. Semilogarithmic or ratio charts--This type of chart is especially suitable for showing proportional and percentage relationships. It is a good method for portraying rates of change in a graphic way. This type of chart not only correctly represents relative changes, but also indicates absolute amounts at the same time. The vertical axis is ruled logarithmically, and the horizontal axis, arithmetically. The continued narrowing of the spacings of the scale divisions on the vertical axis is characteristic of logarithmic ruling. On the other hand, the equal intervals on the horizontal axis are indicative of arithmetic ruling. This chart is also sometimes referred to as a ratio chart because of the proportional relationships that it portrays.

4. Frequency graphs and related charts--There are three basic types of simple frequency graphs: frequency polygon, histogram, and smoothed frequency curve. The cumulative-frequency graph or ogive is well suited to the following purposes: (a) to determine and show the number of proportion of cases above or below a given value, and (b) to compare two or more frequency distributions.

   Probability graphs are based on the normal frequency curve. This method provides a test for proportional asymmetry as well as demonstrating comparisons between empirical and theoretical distributions and prediction.

5. Miscellaneous graphic forms--The pie chart may be used to show component relations. The various segments of a circle represent component parts of the total. The trilinear chart simultaneously portrays three variables in the form of elements of a single function of activity. It is always a 100 percent chart, since the sum of the three values indicated is equal to 100 percent. Trilinear charts are especially useful in portraying operating, production, or other costs expressed by a threefold breakdown.

The scatter diagram (scattergram) and other types of correlation charts show in graphic form the degree and type of relationship or covariation between two series of data. In statistical terms, the relationship between two or more variables is described as correlation. The fan chart portrays change for two different periods either by percentages or index numbers. As many as ten or fifteen items may be shown, depending on the range and scatter of values.

Ranking or rating charts place emphasis on the position of certain items or categories. This position is usually based on magnitude or frequency. Therefore, emphasis is placed on rank-order position, rather than on the values themselves.

The most effective way of showing spatial relationships is the map. Maps are often helpful in locating problems, testing hypotheses, analyzing data, and discovering hidden facts and relationships. The following basic types of maps may be useful in portraying statistical data: (a) cross hatched or shaded maps, (b) spot or point-symbol maps, (c) isoline maps, (d) maps with one or more types of graphs superimposed, and (e) a combination of two more of the preceding types.

Pictorial graphs and charts may be used with popular reports which are prepared for nontechnical use. They add interest for the reader who may not be otherwise motivated to look at the item. Charts drawn in projection have limited use in vocational information packaging, largely because of the complexity involved in designing three-dimensional pictorial graphic forms that are distortion-free.

This is a very brief outline of some graphic forms that vocational education evaluators may consider for reporting evaluation results. The reader is referred to figures 1 through 7 for selected ideas for developing graphic displays. A more detailed description about each specific type with numerous examples may be found by consulting the following references:

AT & T. Making the Most of Charts: An ABC of Graphic Presentation. Washington, D.C.: Navy Publications and Printing Service, November 1970.

Schmid, C.F., and Schmid, S.E. Handbook of Graphic Presentation. New York: John Wiley and Sons, Inc., 1974.

Starr, H. et al. Selecting, Analyzing, and Displaying Planning Information. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University 1979.

A thorough discussion of technical strategies and techniques to aid evaluators in communicating their evaluation results is found in the publication, A Communication Handbook for Researchers and Evaluators by Holley et al. (1979).

Preparing the Content and Information Packaging

Information about vocational programs is generally prepared for one of three types of functions: (1) public information/relations, (2) administrative decision making, and (3) program decision making. Each requires a different strategy for content development and style of packaging. Under normal circumstances, it is not advisable to photocopy the computer-generated printouts for distribution. The three types of functions for which information is prepared and packaged are treated separately in the following discussion.

Public Information/Relations

This function is one of keeping the general public informed about the needs and achievements of vocational education. The information must be packaged in as simple and efficient a way as possible. Very elementary visual displays such as charts and graphs are highly recommended.

> Whether graphic or tabular techniques are used, three factors underlie satisfactory display of quantitative data: simplicity, clarity, and effectiveness. The graphic and tabular forms of data display must be easily read and understood, and must be presented in a manner which will facilitate ease of comprehension and retention. These purposes require consideration of: (a) the nature of the data; (b) the purpose of the display; (c) the medium for presenting the data; and (d) the audiences to whom the data are presented. One or all of these factors may be pertinent to any situation where data are presented or displayed (Starr et al. 1979, p. 61).

When the visual display is complete, it should be examined critically in light of the following questions:

1. Does it convey the intended message?
2. Does it display the relationship clearly?

3. Can it be displayed differently?
4. Does it have eye appeal?

Although these are basic requirements, more often than not individuals who package information fail to address them and thus run the high risk of failing to communicate effectively to the intended audience.

Administrative Decision Making

Contrary to popular belief, decision makers are generally not voracious report readers. Many simply do not have the time to do extensive reading and analysis. Because decision makers tend to be oriented more toward oral communication, it would obviously be a waste of time and effort to provide them with extensive sets of unsynthesized data, expecting them to do their own analysis of outcomes relating to problems they are trying to solve. Decision-making information offered to managers should be synthesized and packaged into a very practical, usable, "palatable" form. Charts and tables of data need to be clear and concise for immediate understanding.

A great deal of responsibility rests on the evaluation or data analyst who must interpret and package the information for dissemination.

Program Decision Making

Clients involved in program development at either the state or local level should receive the detailed report and the executive summary. The raw data and processed information may also be prepared for individual institutions and agencies.

Care must be taken to maintain confidentiality of data and information. Schools should of course receive all information and data for the LEA and region as a whole. In sharing such detailed data/information from individual schools with other schools, consideration must be given to the federal legislation requirements for the confidentiality and protection of individual rights.

Factors to Consider in Increasing the Use of Information

The development of working relationships, both within the organization and among members of different organizations, is extremely important. One important internal working relationship is the linking of evaluation information with people involved in planning, programming, operations, and compliance. Here, the development of a conceptual framework is extremely important. This involves the development of tactics, strategies, and procedures.

A fundamental question for school improvement is, how does change take place. One can pose it that it takes place in part through the use of existing systems. Another way is through a reordering of priorities.

Who are the key actors in this change or use process? Linkers and change agents are among those most commonly defined as such. Many linkers and change agents already exist in schools, e.g., teachers and curriculum coordinators. The problem is that those individuals do not visualize their potential for the role. The challenge then is to adjust their focus on problems concerned with change or evaluation use--for example, allocating resources, developing communication skills, and implementing diagnostic procedures.

The importance of having clients participate in the design of an evaluation plan cannot be overstated. Meaningful collaboration--working within an existing network or developing new networks--is essential.

Effective linking of developers, users, and evaluators begins with an awareness of what information systems do exist, either formally or informally. Serious considerations should also be given to using cost-effective communications technology, such as the electronic newsletter.

User-Oriented Mode

Another suggestion for increasing the use of evaluation data and information is to follow a user oriented mode rather than a product oriented mode. Again, plans should offer efficient service at a reasonable cost. A number of strategies are available for the evaluator. With regard to efficiency in a people oriented mode, the telephone as a medium for delivery can increase the probability of utilization. Another important strategy is to make initial contact and serve people with enthusiasm. Also, one must take into consideration the differences that exist among local school needs, state education agency needs, and individual needs. In all cases, the information should be made available in a timely manner. The development of a network of coordinators can be a most cost-efficient method for transmitting evaluation data and information. An ombudsperson, can serve as a key to this network concept. This reduces the number of direct contact points for the evaluator, and allows for the network to serve as a multiplier in dissemination. Other modes of communication that the evaluator can and should use are the news media, conferences, newsletters, and meetings with college and inservice classes.

Effective dissemination and use of evaluation results seldom, if ever, occur by accident. They must be planned. Hull and McCaslin (1977) offer thirty implementation techniques that represent tools that can be used to influence people toward implementing innovations. A number of those techniques can be considered by the vocational education evaluator for enhancing the use of evaluation results. For example, an evaluator should establish an evaluation utilization council composed of teachers, program supervisors, teacher educators, parents, students, employers, and state education officials. This council can serve as a sounding board to review and advise on the packaging and dissemination of the evaluation results. There needs to be effective delivery of usable information, and a significant effort must be made by the evaluator in focusing on the attitudes of potential users. Checklist 6 presents ideas for organizing the evaluation council.

Strategies and procedures for the use of evaluation must be targeted on the user groups. The evaluator needs to describe the potential use of evaluation results to individuals and groups. Specifically, the decision setting(s) and decision type(s) of client groups such as students, teachers, administrators, and legislators must be analyzed individually or collectively. The analysis should focus on their use requirements in regard to program planning and operational processes, student achievement, and student employment success. In sum, a number of factors or conditions exist that contribute to the utilization of evaluation results. But it is the preparation and reporting--as one might say, the "summative activity"--which often determine whether or not utilization occurs.

Scenarios of Evaluation Utilization

There are innumerable variables associated with the decision-making process which affect the complex nature of vocational education change. The utilization of evaluation results for effective change is merely one segment of the total process of change, but should never be underestimated as a critical component.

The following scenarios depict instances where evaluation results were employed in the decision making process. In each scenario an evaluator is speaking. These examples were adapted from Weiss 1977, Patton et al., 1978, Alkin, Daillak, and White 1979, and Franchak and Spirer 1978.

Scenario 1

Annual vocational education graduates' employer surveys in a large school district revealed that graduates lack essential employability skills. A closer look indicated that some students did not know how to properly fill out an employment application, how to conduct themselves in a job interview, or how to keep a job once they found one.

The vocational education director, other administrators, and occupational specialists met and formulated a plan to better prepare students for entering the job market. In several large high schools, a separate course on "employability skills" is now offered at the ninth or tenth grade level. Furthermore, every high school, regardless of size, has instituted a unit of employability skills in certain academic and all vocational classes. These

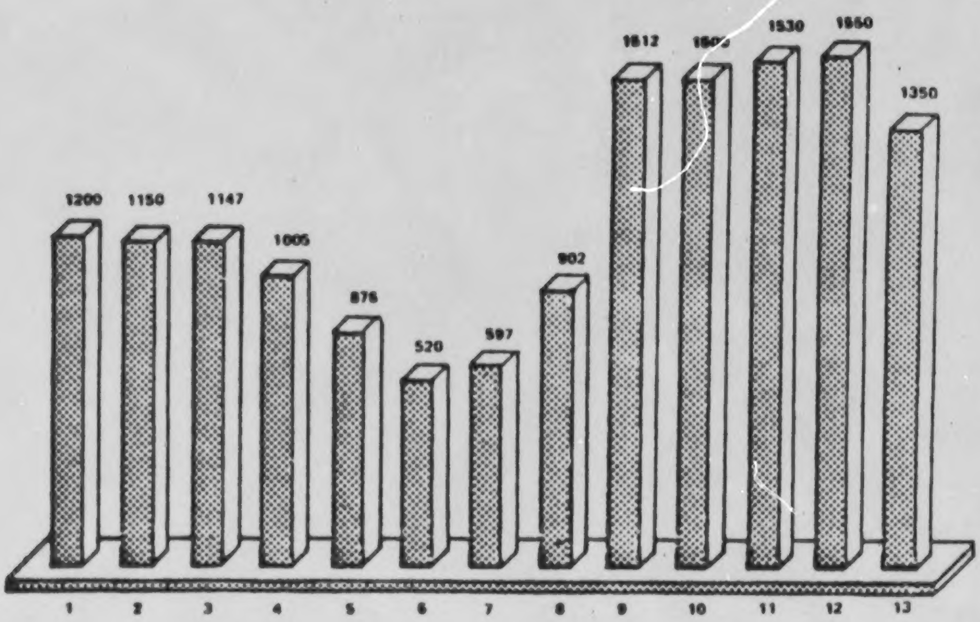
CHECKLIST 1

STRATEGIES FOR IMPROVING THE UTILIZATION OF EVALUATION RESULTS

	YES	NO
• Identifying key decision makers	___ ___	___ ___
• Establishing utilization goals and objectives	___ ___	___ ___
• Creating a follow-up and follow-through utilzation plan	___ ___	___ ___
• Providing technical assistance	___ ___	___ ___
• Monitoring activities to affect use	___ ___	___ ___

FIGURE 1

(Three-Dimensional Bar Chart)
TOTAL ENROLLMENTS BY PROGRAM, 19–/19–



Vocational Program Code:

1	Plastics Technician	8	Quantity Food Preparation
2	Horticulture Production	9	Auto Mechanics
3	Livestock Management	10	Practical Nursing
4	Fashion Retailing	11	Data Processing (keypunch)
5	Insurance	12	Cosmetology
6	Marketing	13	Interior Design
7	Accounting		

FIGURE 2

(Line Graph)
10TH-12TH GRADE ENROLLMENTS BY PROGRAM, 19–/19–

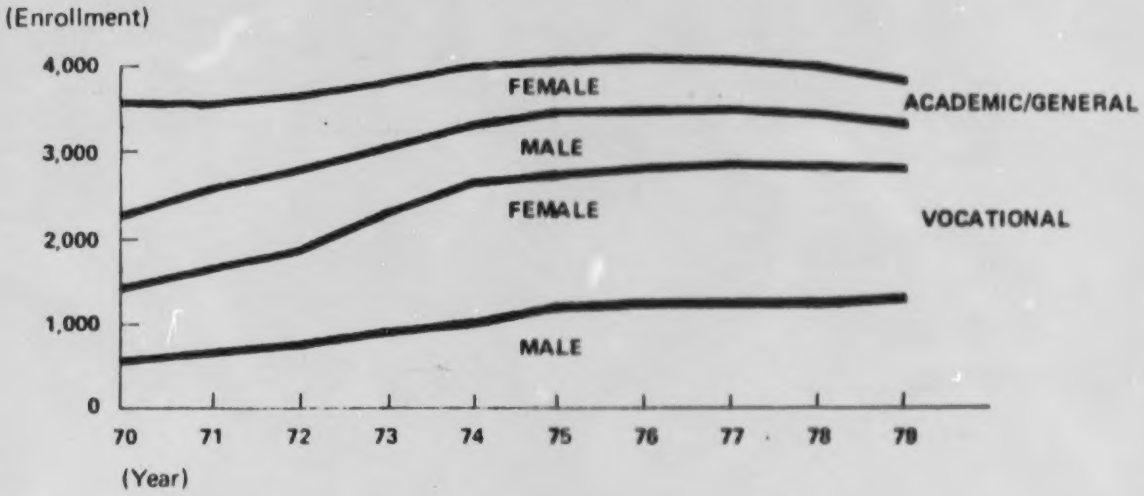


FIGURE 3

(Bar or Column Chart)
MONTHLY SALARY OF EMPLOYED VOCATIONAL PROGRAM GRADUATES

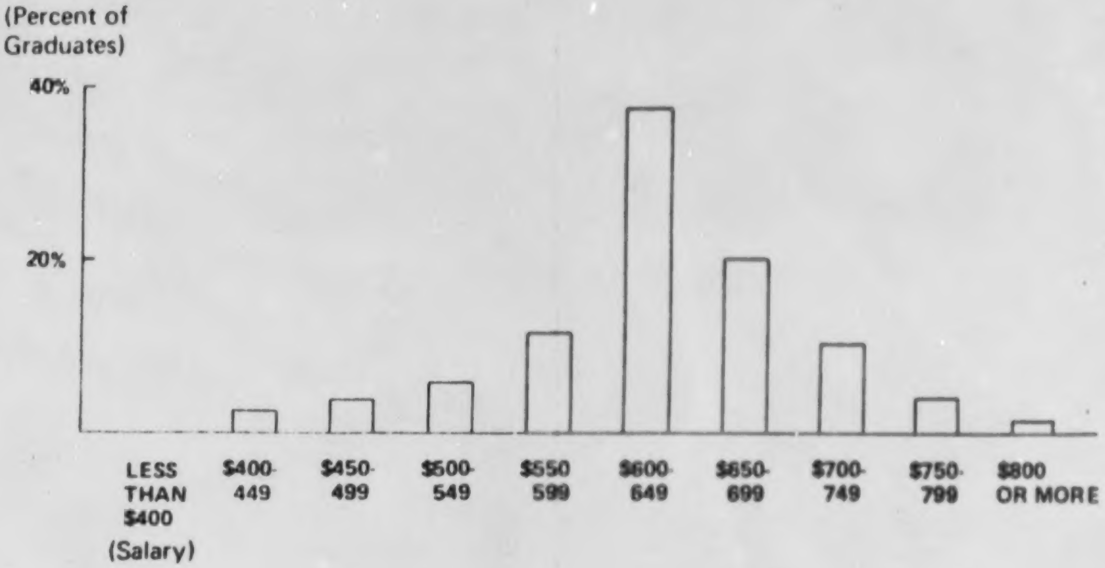


FIGURE 4

(Bar Chart)

19— GRADUATE
FOLLOW-UP RETURNS BY PROGRAM AND SEX

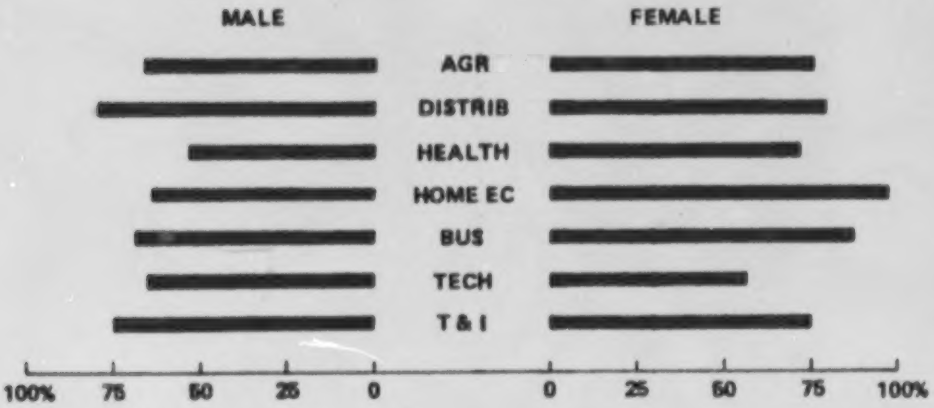


FIGURE 5

(Column Chart)

19— GRADUATES BY VOCATIONAL PROGRAM AND SEX

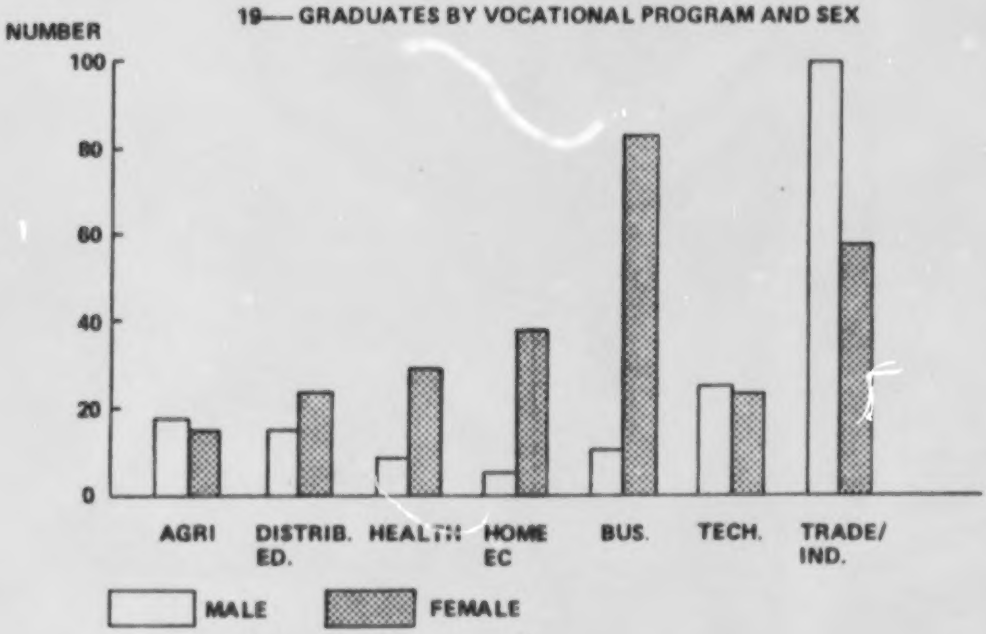
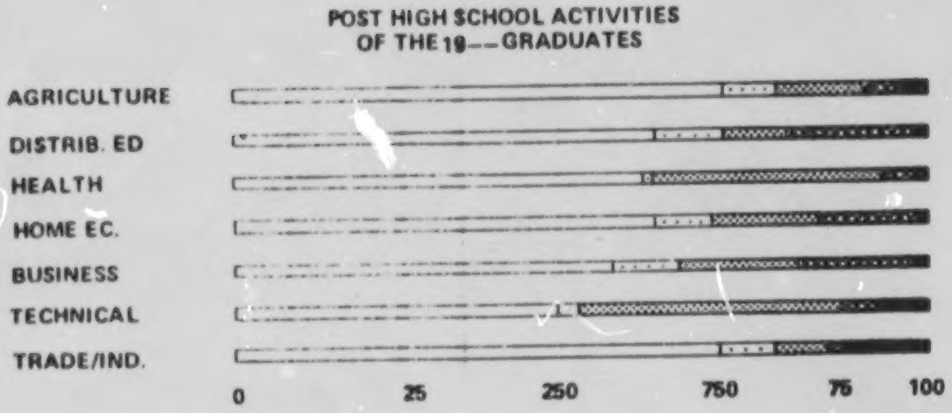
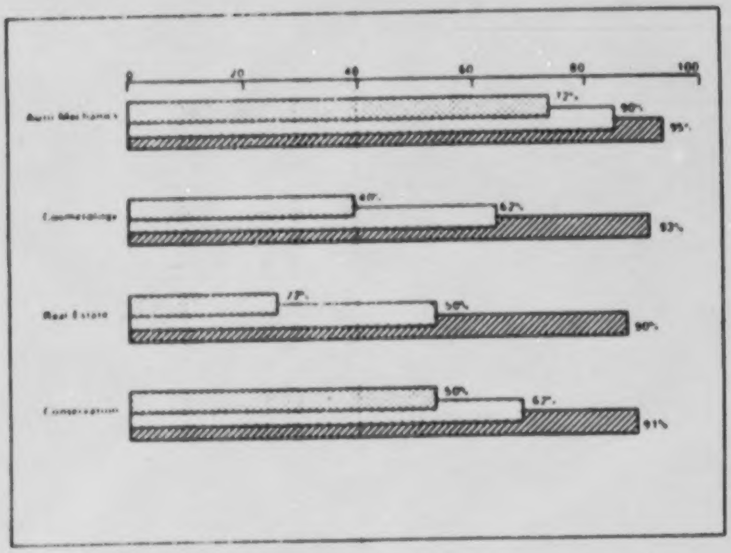


FIGURE 6

(Bar Chart—Shading)



(Overlapped Bar Chart)



▭ EMPLOYED

▭ IN SCHOOL/ COLLEGE

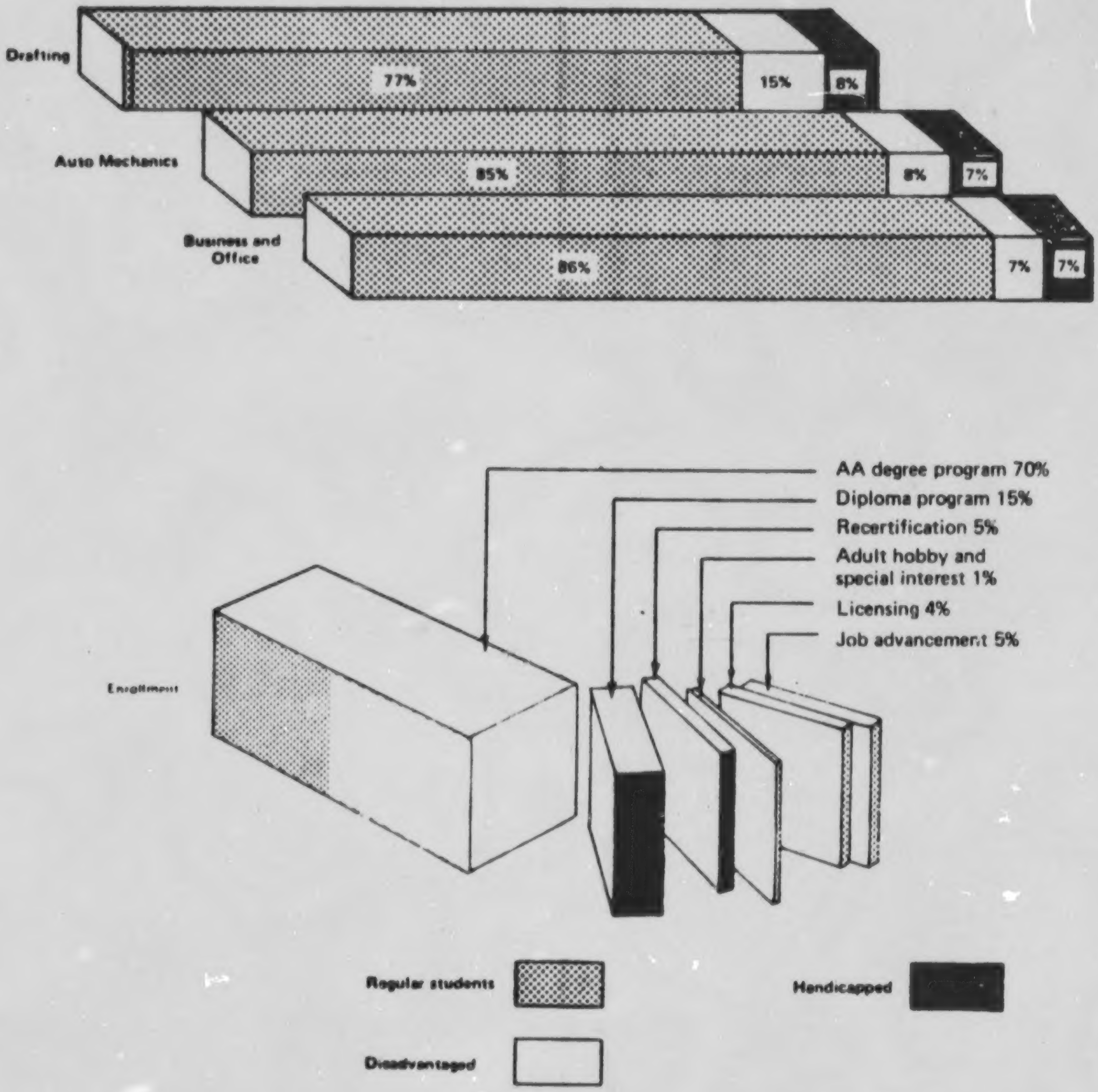
▨ UNEMPLOYED

▩ NOT IN LABOR FORCE

■ IN THE MILITARY

FIGURE 7

(Three-Dimensional Bar Design)
STUDENT ENROLLMENT BY PROGRAM BY COURSE



CHECKLIST 7

Factors and Conditions that Contribute to the Utilization of Evaluation Results

Factors and Conditions	Rating of Importance				
	Very Important	Somewhat Important	Not too Important	Not Important At All	Don't Know
1. Prespecification of goals and objectives	1	2	3	4	5
2. Identification of decision makers	1	2	3	4	5
3. Understanding of the decision making communication, and innovation processes	1	2	3	4	5
4. Identification of informational requirements relevant to decision making	1	2	3	4	5
5. Evaluation report provides clear direction for future planning	1	2	3	4	5
6. Evaluation results support the decision makers' ideology	1	2	3	4	5
7. Evaluation results suggest little or no change	1	2	3	4	5
8. Evaluator assumes active role in promoting utilization	1	2	3	4	5
9. Presence of a formalized evaluation system	1	2	3	4	5
10. Standardized tests matching objectives	1	2	3	4	5
11. Use of reliable and valid instruments	1	2	3	4	5
12. Evaluation results which support an organization's continued existence (results not at variance with organizational goals)	1	2	3	4	5
13. Evaluators are internal to the organization	1	2	3	4	5
14. Evaluators are external to the organization	1	2	3	4	5
15 Involvement of evaluators early in development of program or project	1	2	3	4	5
16. Place of evaluation capability in the organizational structure	1	2	3	4	5
17. Responsibility for evaluation at a level appropriate to the decision makers which evaluation is to assist	1	2	3	4	5
18. Use of classical experimental research designs in evaluating programs	1	2	3	4	5

Checklist 2 (continued)

Factors and Conditions	Rating of Importance				
	Very Important	Somewhat Important	Not too Important	Not Important At All	Don't Know
19. Developing evaluation reports	1	2	3	4	5
according to the function or role of the individual or groups	1	2	3	4	5
20. Involving the program staff or persons being evaluated in the design of the evaluation study	1	2	3	4	5
21. Extensive use of graphics in development of the evaluation report	1	2	3	4	5

FIGURE 8

Factors to Consider in Preparing an Evaluation Report

1. Include the survey instruments in all reports and presentations, if possible.

2. Set up local reports based upon local requirements, but also include information required by state and federal mandates that relates to local programs receiving state and federal support.

3. Break down and analyze data as much as possible, but not all information and analyses need be presented to everyone.

4. Make tabular summaries in the shortest possible form. Oral presentations are best with this type of information. Follow survey form design when making presentation, question 1, 2, 3, and so forth.

5. Prepare and present a copy of the report to each member of the audience during oral presentations, if practical. Be sure to present data in the form and content applicable to the particular audience.

6. Summarized reports are usually the best format for presentation to most groups; however, more definitive information is required in certain instances.

7. The comments section of a survey instrument is very important. This area many times reveals needs and shortcomings, especially if a particular comment is repeated several times.

8. Scan the comments section for the most frequently mentioned items, and make summaries for inclusion in reports and presentations. Refrain from using actual names (teachers, administrators, etc.) given in comments.

9. Do not attempt to include survey information from a student surveyed in the wrong curriculum area. For example, students are sometimes included in vocational surveys that may have only taken one vocational course, and are in fact pursuing college prep courses. Their inclusion in a vocational survey biases the information and increases response error.

10. Data tabulation and analysis methods must be appropriate, or nonuse of the data is assured.

11. Break out district data on a per school or program per campus basis. Most administrators are interested in information about their institution and their graduates. Compare schools to county data, or program to program data, but avoid institution to institution comparisons.

12. Break out data by program, where applicable. This format is very meaningful for vocational reports and presentations. It gains teacher support for the activity.

13. Compare and present data on courses and programs, not teachers. Many students react to questions about courses or programs by the nature of their relationship with a teacher, which biases the data.

14. Keep any sophisticated statistics in a separate section for those who wish to review them, but do not present statistics throughout a report. Rates of use will go down, especially in audiences with little or no background in research methodology.

15. Percentages, graphs, and charts are information display methods to which most populations can best relate.

16. The main use of follow-up information as it currently exists is to display general indications of the condition of an institution, district, and so forth. Include an abstract of each report that summarizes these findings and gives a brief description of the information gathering analysis techniques.

17. Make sure reports appear neat, are printed on good quality paper, and are in readable form.

units are taught depending upon the situation. The program has met with favorable comments from employers and students, and recent survey data have tended to substantiate the changes.

Scenario 2

Employer surveys from a small community college revealed that some graduates of business programs were failing to meet the minimum typing performance standards required in certain occupations. The head of the business department checked all typing programs and noted that procedures for testing typing speed and accuracy were not consistent with those used in business and industry. Because the word-per-minute rates were somewhat higher in the employers' tests than in the classroom tests, some students consequently failed to meet the minimum performance standards demanded in certain job situations.

Consultations were held between the business staff members and individuals from government, business, and industry to develop guidelines and procedures for teaching and testing typing skills to match those often required on the job. Subsequent follow-up surveys have revealed a sharp drop in adverse comments pertaining to inadequate typing skills.

Scenario 3

The evaluation study served two purposes. One was that it resolved a lot of doubts, confusions and misunderstandings that our state advisory committee for vocational education had, and second, gave me additional knowledge to support facts that I already knew, and, as I say, broadened the scope more than I realized.

Summary

In summary, interpretation and packaging of data and information on student satisfaction with their training and job requires strict attention to the needs and characteristics of the audiences for which the information will be prepared. Figure 8 identifies general factors to be observed in organizing and formatting a report, and considerations for the graphic display of data. The reader is encouraged to review the summary checklist (number 3) For strategies and techniques for improving the utilization of evaluation results.

CHECKLIST 3

SUMMARY OF STRATEGIES AND TECHNIQUES FOR IMPROVING THE UTILIZATION OF EVALUATION RESULTS

Have you considered the need to do the following:	Yes	No
1. Identify the clients of the evaluation	___	___
2. Stress the importance or vitality of the program	___	___
3. Encourage active client participation in implementation of the evaluation	___	___
4. Guarantee the technical purity of the evaluation	___	___
5. Use a variety of reporting and presentation formats	___	___
6. Plan the sequence and determine the frequency of dissemination	___	___
7. Key the results to the timing of decisions	___	___
8. Include an assessment of those objectives important to clients	___	___
9. Brief decision makers in advance of the release of the evaluation information	___	___
10. Deal with areas of resistance	___	___
11. Use an ombudsperson	___	___
12. Adopt an entrepreneurial role	___	___
13. Use an evaluation audit	___	___
14. Establish the credentials of the evaluator	___	___
15. Be aware of key power brokers in the program	___	___
16. Work with media representatives	___	___
17. Present the evaluation as an integral part of a management support system	___	___
18. Be concerned with the political impact of positive results	___	___

Have you considered the need to do the following:	Yes	No
19. Be concerned with the fiscal possibilities of the findings	___	___
20. Broadly distribute the findings	___	___
21. Be brief in presenting evaluation results	___	___
22. Emphasize the non-technical aspects	___	___
23. Key the language of the evaluation report to the audience	___	___
24. Establish the credibility of the findings by using an external reviewer	___	___
25. Compare the evaluation with similar reports	___	___
26. Be alert to special problems inherent in the agency or program's environment	___	___

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Bullpitt, Donna. Program Evaluation Process. Olympia Technical College, Olympia, Washington, 1980.

Division of Adult, Vocational and Technical Education. Locally Directed Evaluation. Illinois Office of Education, 1976.

Franchak, Stephen J., Kean, Michael H. Evaluation Handbook: Guidelines and Practices for the Utilization of Education Results. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

Franchak, S.J. and Spirer, J.E. Evaluation Handbook Volume 1: Guidelines and Practices for Follow-up Studies of Former Vocational Education Students. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1978.

Holley, T. M., et al. A Communication Handbook for Researchers and Evaluators. Austin, TX: Austin Independent School District, 1979.

Hull, W. L., and McCaslin, N. L. Career Education Implementation: A Handbook for Strategy Development. Columbus, The Center for Vocational Education, The Ohio State State University, December 1977.

Mercer, J. L, and Koester, E.H. Public Management Systems. New York: American Management Association, 1978.

Patton, M. Utilization-Focused Evaluation. Beverly Hills: Sage Publications, 1978.

Starr, H. Maurice, C., Black, M., and Kellen, P. Selecting, Analyzing and Displaying Planning Information. Columbus, The National Center for Research in Vocational Education, The Ohio State University, 1979.

Weiss, C. H., ed. Using Social Research in Public Policy Making. Lexington, MA: Lexington Books, 1977.

Wentling, Tim L. Evaluating Occupational Education and Training Programs. Second Edition. Boston, MA: Allyn and Bacon, Inc., 1980.

APPENDIX A

ANNOTATED BIBLIOGRAPHY

POSTSECONDARY PROGRAM EVALUATION

Bullpitt, Dorna. Program Evaluation Process. Olympia, Washington: Olympia Technical Community College, 1980.

A comprehensive program evaluation system involving faculty, administrators, advisory committee members, former students, and student employers. The system is somewhat complex but provides for a quantitative analysis and assessment profile.

Community College Occupational Programs Evaluation System. California: Chancelor's Office, The California Community Colleges, 1978.

COPES is an acronym for Community College Occupational Programs Evaluation System. COPES' function is to help a college assess what is in relation to what is desireable in occupational education by providing efficient procedures and instruments for studying all aspects of occupational education. Professional assistance in applying the system. Along with SAM (Student Accountability Model), COPES is part of the statewide community college occupational education program evaluation and reporting system sponsored by the Chancellor's Office, California Community Colleges. The following seven Forms are utilized in this system:

Form 1 COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES, completed by the president or his designate and signed by the president. Represents the college official position. Consists of Part A-Basic Factual Information, Part B-Quantitative and Qualitative ratings of program standards and appended forms:

Form 1 - College Self-Appraisal of Consumer and Homemaking Education Program/Services.

Form 1 - College Self-Appraisal of Program to Achieve Sex Equity

Form 1 - College Self-Appraisal of Programs/Services for Special Populations: Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non-English Speaking.

Form 2 - FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM, completed by full-time occupational instructors. Concensus ratings for each USOE Code 6 digit program.

Form 3 - ADMINISTRATOR AND COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION, completed by administrators and counselors selected by the college for self-study participation.

Form 4 - PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by part-time occupational instructors.

Form 5 - STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by students enrolled in occupational courses, may be separated into SAM (Student Accountability Model) B and C students.

Form 6 - ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by occupational program advisory committee members.

Form 7 - SUMMARY PROFILE BY SITE VISIT TEAM, completed by validation team, includes Quantitative and Qualitative ratings of program standards and appended forms. Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non-English Speaking.

Copa, George H., and Kleven, Bruce A. Job Selection Patterns: Linkage Between Vocational Education Programs and the Labor Market. Minnesota Research Coordinating Unit for Vocational Education, Department of Vocational and Technical Education, University of Minnesota, 1977.

The purpose of this study was to develop and test a concept of defining the linkage between vocational education programs and the labor market. Definition of this linkage is an important factor in planning vocational education programs to ensure gainful employment opportunities for program leavers. Specifically the objectives were as follows:

1. Describe the pattern of jobs selected by graduates
2. Assess the stability between years of the pattern of jobs selected by graduates
3. Describe the pattern of geographic location of jobs selected by graduates
4. Assess the stability between years of the patterns of geographic locations of jobs selected by graduates
5. Assess the longitudinal stability of the patterns of jobs selected by graduates

With these objectives achieved, managers and teachers of vocational education can put labor market demand information in a more valid perspective when planning and evaluating vocational education programs. Instrument provided.

Darcy, Robert L. Vocational Education Outcomes: Perspective for Education. Research and Development Series, no. 163. Columbus: The National

Center for Research in Vocational Education, The Ohio State University, 1979.

This document deals with the theory and practice of vocational education outcome evaluation. The purpose of the publication is to aid in answering the following questions: (1) What particular outcomes are appropriate for use as criteria to evaluate vocational education programs and (2) What procedures can be utilized to evaluate vocational programs in terms of these outcomes?

Easom, Kenneth C.; Hulsey, Judy J.; Taylor, Judy L.; and Wilson, James W. Local Educational Assessment Program. Athens Area Vocational-Technical School. Georgia Department of Education, 1978.

The Local Educational Assessment Program (LEAP), was developed for a specific purpose: To develop a mechanism for local institutions that would provide for institutional, program, and individual improvement in the educational process. Project LEAP is subdivided into seven guides that have been developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation.

With the exception of Guide 1, Introductory; and Guide 7, Institutional, Program and Staff Development; each guide contains four sections: (1) GOALS AND OBJECTIVES; (2) PROCEDURES FOR ADMINISTRATION; (3) PROCEDURES FOR DATA ANALYSIS; AND (4) MODEL INSTRUMENTS AND DOCUMENTS.

The first section, GOALS AND OBJECTIVES, defines potential outcomes of the particular aspect of local evaluation. The second section, PROCEDURES FOR ADMINISTRATION, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section PROCEDURES FOR DATA ANALYSIS, presents a suggested method for organizing the information gained into usable data. The fourth section, MODEL INSTRUMENTS AND DOCUMENTS, contains copies of instruments and documents that were developed and field tested as part of this project.

A brief description of the seven guides included in this model is as follows:

Guide 1, Introductory--The Introductory Guide provides a system overview that includes a rationale, acknowledgements, and design components. Also included are suggestions for implementation and utilzation in the local setting.

Guide 2, Consultative Team Evaluation--The Consultative Team Evaluation Guide provides a procedure for conducting a needs assessment by a team of experts from related business and industry. The LEAP Matrix in this introductory guide depicts the factors and indicators assessed by the consultative team evaluation and also includes the derivation of the sample instruments used in the assessment process. The guide contains sample documents and instruments that may be used as a basis for this type external assessment.

Guide 3, Student Perceptions--The Student Perceptions Guide presents a suggested methodology with sample documents, for conducting a Needs Assessment with in-school students. The matrix in this introductory guide depicts the factors and indicators assessed by the students and also includes the derivation of the sample instruments used in the assessment process.

Guide 4, Instructor Perceptions--The Instructor Perceptions Guide presents a suggested methodology, with sample documents, for conducting a needs assessment with institutional instructors. The matrix in this Introductory Guide depicts the factors and indicators assessed by the instructor and also includes the derivation of the sample instruments used in the assessment process.

Guide 5, Administrative and Supervisory Perceptions--The Administrative Perceptions Guide presents a suggested methodology, with sample documents for conducting a needs assessment with the administrative and supervisory staff. The matrix in this Introductory Guide depicts the factors and indicators assessed by the administrative and supervisory staff and also includes the derivation of the sample instruments used in the assessment process.

Guide 6, Follow-up and Cost Analysis Guide--The Follow-up and Cost Effectivenes Guide provides a suggested procedure, with sample documents, for conducting a needs assessment from the external sources of former students. This guide also suggests various uses of extant enrollment and placement data that should be available within the local institution. Also included is a cost effectiveness computational method that may be used for relative comparison of institutional programs. The matrix in this Introductory Guide depicts the factors and indicators assessed by these sources and also includes the derivation of instruments used in the assessment process.

Guide 7, Institutional, Program, and Staff Development--The Institutional, Program, and Staff Development Guide provides suggested method to organize and implement improvement activities designed to fulfill those institutional, individual, and program needs identified through the needs assessment process.

Franchak, Stephen J., Kean, Michael H. Evaluation Handbook: Guidelines and Practices for the Utilization of Evaluation Results. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

The primary purpose of this handbook is to help state and local vocational education personnel responsible for evaluation increase the utilzation of evaluation results. Section 2 reviews federal, state, and local requirements for vocational education evaluation. Section 3 highlights theories and processes of communication, decision making, and innovation that influence utilization of evalution results. Section 4 identifies relevant problems and discusses a variety of approaches recommended to promote utilization, such as identifying an audience, targeting a report, dealing with areas of resistance, and estabiishing credibility. The final section further examines reporting dissemination strategies and presents four scenarios illustrating situations in which utilization has occurred.

Franchak, Stephen J., and Smiley, Larry L. Evaluating Handbook: Guidelines and Practices for Measuring Employer Satisfaction with Training and Job Performance of Former Vocational Students.

The purpose of this document is to identify exemplary strategies and procedures to help guide the design and implementation of studies for assessing employer satisfaction with former vocational education student's training and job performance. Specifically, the handbook provides ideas for initiating such an assessment or for improving upon current practice. In addition, it focuses on problems and issues related to this type of evaluation activity. This assessment of employer satisfaction falls under the category of program evaluation or impact evaluation.

Gray, Kenney E.; Abram, Marie; and McKinney, Floyd. Vocational Education Measures: Instruments to Survey Former Students and Their Employers. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978.

This handbook of vocational education measures was developed to provide a useful resource of instruments and supporting information to individuals who are responsible for developing and conducting evaluations of vocational education. This document contains an assortment of instruments currently in use or available for use in selected state vocational education agencies, secondary and postsecondary schools or business and industry. The purpose of this publication is two-fold; it is designed to help practitioners determine their needs and select an instrument that is appropriate to meet those needs; further, it can assist the practitioner in meeting the evaluation requirements of federal legislation.

Harris, Zelma., and Eros, Dawn. *Identification, Description and Evaluation of Vocational Education Programs at Metropolitan Community Colleges in Kansas City, Missouri*. Kansas City: The Metropolitan Community Colleges Administrative Center, 1978.

This document describes a vocational education curriculum evaluation model. The model is based upon the following criteria:

1. Program's relationship to job market profile
2. Program's level of occupational community support
3. Program's success in meeting vocational aspirations of past and present students
4. Program's success in terms of student performance
5. Program's cost effectiveness
6. Program's success in meeting the needs of handicapped and disadvantaged students
7. Program's success in demonstrating sex fairness

Data were primarily analyzed through the application of descriptive statistics, to produce a profile constructed so as to provide administrators and other interested personnel an evaluative overview of a program's strengths and weaknesses on each of the criterion measures. An outstanding feature of the model is the inclusion of a Procedures on "how to" Manual, which allows for ease in replication. Instruments are included.

Koch, James V. *A Benefit Cost Analysis of Vocational-Occupational Training at Selected Illinois Junior Colleges*. State of Illinois Advisory Council on Vocational Education, 1973.

Contained in this report are the results of a benefit-cost analysis of occupational-vocational training offered at five selected junior colleges in Illinois. The analysis compares the economic benefits of such training. Both the view of the private individual and the view of society are taken.

McCaslin, L. N.; Gross, Charles J.; and Walker, Jerry P. *Career Education Measures: A Compendium of Evaluation Instruments*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

This handbook is designed to provide descriptions of an assortment of measurement instruments currently being used to assess career education objectives. Specifically, it includes a discussion of the purposes, qualities, target populations and availability of each instrument. More importantly, it is hoped that the handbook will aid the appropriate individuals to conduct evaluations that will result in more effective career education projects.

McKinney, Floyd L.; Mannebach, Alfred J.; and Neel, C.O. Central Kentucky Vocational Education Evaluation Report Final Report. Bureau of Vocational Education, Kentucky Department of Education, 1972.

This document summarizes the activities carried out by the Central Kentucky Vocational Education Evaluation Project. Because this was a pilot project, special attention should be given to the conclusions reached and the recommendations offered. Instruments are provided.

Marson, Arthur A.; Weiner, Arthur, E.; and Sorensen, Robert P. et al. Cost Benefit Model Development. Madison: Wisconsin Board of Vocational, Technical and Adult Education, 1977.

The major purpose of this study was to refine a cost benefit model that was previously developed, and to evaluate the benefits and the costs of full-time vocational-technical programs. Along with refining a model for full-time programs a cost benefit model was developed for available, noncredit adult education.

The two cost benefit models were developed, refined, and tested on a sample of nine full-time vocational-technical programs and on sixty-three adult education courses. The programs and courses chosen reflect a cross-section of most of the instructional areas found in vocational-technical education. The results of this study show that the benefits of a vocational-technical education outweigh the costs.

As a result of the nine test programs and the sixty-three test courses, it can be concluded that vocational-technical education at either of the three participating schools is a profitable investment for both society and for the individual student. It can also be concluded that usable cost benefit models have been developed to analyze vocational-technical programs and courses. Continued use and refinement of the these models is encouraged.

Medsker, Leland L. "Strategies for Evaluation of Postsecondary Occupational Programs." The Second Annual Pennsylvania Conference on Postsecondary Occupational Education, Angelo C. Gillie, editor University Park: Pennsylvania Center for the Study of Higher Education, Pennsylvania State University, 1971.

This article reviews the approaches, techniques, problems, and issues associated with the evaluation of postsecondary occupational education programs. Includes a presentation of both the process and product approaches to evaluation with emphasis on goals and measurements of how well they have been met.

Harris, Zelma., and Eros, Dawn. Identification, Description and Evaluation of Vocational Education Programs at Metropolitan Community Colleges in Kansas City, Missouri. Kansas City: The Metropolitan Community Colleges Administrative Center, 1978.

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Medsker, Leland L. "Strategies for Evaluation of Postsecondary Occupational Programs." *The Second Annual Pennsylvania Conference on Postsecondary Occupational Education*, Angelo C. Gillie, editor University Park: Pennsylvania Center for the Study of Higher Education, Pennsylvania State University, 1971.

This article reviews the approaches, techniques, problems, and issues associated with the evaluation of postsecondary occupational education programs. Includes a presentation of both the process and product approaches to evaluation with emphasis on goals and measurements of how well they have been met.

Moore, Gwendolyn B.; Rubenstein, Sherry A.; Gorth, William P.; and Schuler, Peter E. Connecticut Health Occupations Follow-up Study. Connecticut State Department of Education, Division of Vocational Education, 1977.

This document reviews a program specific type of evaluation system. The Connecticut Health Occupations Follow-up Study, initiated in 1977, was a study of graduates from health organizations programs in 1967 and 1972. The study was undertaken by National Evaluation Systems, Inc., under contract to the Connecticut State Department of Education. The study focused on information provided by the graduates, including; additional training they have received, past and current employment information, levels of job satisfaction, perceptions of the quality of health occupations training and school information. The data are intended to provide decision makers with the information they need to revise curricula, review placement services, counsel current students on the types of work done by graduates, as well as many other factors that will ultimately strengthen health occupation programs at the secondary and postsecondary level in Connecticut. Instruments are provided.

Morris, William, and Gold, Ben K. Student Accountability Model: Operations Manual. Chancellor's Office, California Community Colleges, 1978.

The purpose of this document is to outline procedures to gather information from and about students after they leave college. This data is considered important when evaluating present programs and planning for the future. The Student Accountability Model (SAM) is utilized with the Community College Occupational Programs Evaluation System (COPES) as part of the statewide community college occupational education program evaluation and reporting system sponsored by the Chancellor's Office, California Community College. The following forms are utilized in this system:

1. Student In-Class Questionnaire

   The purpose of this questionnaire is three-fold: (1) to provide necessary information for funding purposes; (2) to provide the college information to help better meet student needs, and (3) to be of assistance to the student in career planning.

2. Student Follow-up Questionnaire

   This form is designed to gather data related to the student in terms of employment status and students' perceptions of training program.

Moore, Gwendolyn B.; Rubenstein, Sherry A.; Gorth, William P.; and Schuler, Peter E. Connecticut Health Occupations Follow-up Study. Connecticut State Department of Education, Division of Vocational Education, 1977.

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2. Student Follow-up Questionnaire

   This form is designed to gather data related to the student in terms of employment status and students' perceptions of training program.

3) Employer Follow-Up Questionnaire

This form is designed to gather data related to the students program not the former student. As well as potential needs of the employer.

Muirheid, Donald F., and Cronin, Joseph M. Dissemination and Use of Materials to Facilitate Locally Directed Evaluation of Community College Agricultural Occupations Programs. Springfield: Illinois Department of Adult, Vocational and Technical Education, 1979.

This evaluation guide is designed to assist local community college instructors, administrators, and other persons in the evaluation of their agricultural occupations program. The first of three sections provides an introduction and discusses (1) how standards benefit students, colleges, and the community; (2) how to prepare for a review of the local program; (3) how to conduct the review; and (4) how to develop a plan for upgrading the local program. Section 2 contains an example showing how to use the standards checklist for reviewing local programs. This section also provides lists of standards approved by Illinois community college instructors in agriculture. The final section includes the following field test reports: horticulture program--Joliet Junior College; agricultural supply program--Illinois Central College; agricultural mechanics program--Lake Land College; and agricultural production program--Lewis and Clark College. Instruments are provided.

Paul, Krishan K. A Manual for Conducting Follow-up Surveys of Former Vocational Students. Research and Development Series, no. 106. Columbus: The Center for Vocational Education, The Ohio State University, 1975.

The follow-up procedures presented in this document are designed to facilitate the collection, analysis, and reporting of information on the post-schooling experiences of graduates and dropouts from vocational programs. Of particular interest is information on jobs obtained and their relationship to training programs, and the income, geographic mobility, and the satisfaction of former students.

Paulter, Albert J. Evaluation Hints for Vocational Teachers. Chicago: American Technical Society, 1977.

This document is designed for beginning and experienced teachers in both public and private vocational education programs. Its basic tenet is that local vocational education programs can be evaluated in terms of process or product. Process refers to the instructional program, curriculum, facilities, actual teaching, as well as to the community resources and involvement expended. Product refers to the graduates and perhaps even to the dropouts of an educational program. All evaluation, therefore, centers on process, or product, or on a combination of both. Sample forms for data collection and tabulation are provided.

Ponce, Eliseo R.; Franchak, Stephen J.; Billings, Robert S. K. and O'Reilly, Patrick A. Guidelines and Procedures: Measuring the Training Satisfaction and Job Satisfaction of Former Vocational Students. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

This document has eight chapters. Chapter 1 explains the rationale, development and organization of the handbook. The next chapter is composed of two commissioned concept papers dealing with the state-of-the art, problems, and issues of measuring training and job satisfaction. The succeeding three chapters, 4 through 6, explain the following alternative data collection methodologies: mailed questionnaires, interviews, and some qualitative methods. Chapter 7, Data Analysis and Interpretations, exposes the reader to some descriptive and inferential statistics that are appropriate in analyzing and interpreting data on training and job satisfaction. The final chapter, explains some strategies for data presentation and utilization.

Professional Review Program for Faculty. Triton College, River Grove, Illinois.

The purpose of the professional review process outlined in this document is primarily formative, designed to maintain teaching effectiveness and to promote instructional improvement. It consists of the following components:

1. Instructor Self-Evaluation
2. Student Evaluation
3. Peer Evaluation
4. Department Chairperson/Coordinator Evaluation
5. Administration Evaluation

The comprehensive nature of the evaluation program is based on the belief that several components used together, each of which examines a different aspect of teaching or views the teaching/learning process from a different perspective, is preferable to the use of any single component. Instruments are provided for each of the five areas described above.

Robertson, Marvin J. Facilities Evaluation in Vocational and Technical Education. Columbus: ERIC Clearinghouse for Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1973.

The purpose of this publication is to present information relative to the evaluation of facilities for vocational and technical education programs. Selected reviews of material relevant to facility evaluation are included. Much of the literature cited, relates to original planning of facilities or to evaluation of educational facilities in general.

Spirer, Janet E. *The Cast Study Method: Guidelines, Practices and Applications for Vocational Education Evaluation*. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1980.

Vermont Vocational Education Programs Quality Assessment System. Montpelier, Vermont: State Department of Education, Division of Vocational-Technical Education, 1979.

This document outlines an evaluative system designed to examine the following components as they relate to the quality of vocational education within Vermont.

1. Follow-up of Program Completers
2. Survey of Employer Satisfaction
3. Assessment of Student Competencies
4. Services provided to Students

The quality assessment system described in this document has these distinct phases--*Phase I*: a self-study prepared by staff, lay people and students. *Phase II*: reporting the results and recommendations to the State Board for Vocational Education through the State Director of Vocational Education. Example instruments are provided.

Stromsdorfer, Ernst W. *Review and Synthesis of Cost-Effectiveness Studies of Vocational and Technical Education*. Columbus: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1972.

This document synthesizes the various approaches to improving the analysis of vocational education and related human resources training programs. This is an economic analysis since the programs in question are designed to improve the efficiency of the United States labor force and increase the overall level of welfare or well-being in the most general sense of this term. In addition the implications of the noneconomic benefits to these programs as they relate to cost-benefit analysis are also discussed. Both cost-benefit and cost-effectiveness studies of vocational education and related human resource programs are summarized to determine the current "state of the art" and to draw policy conclusions concerning the optimal level of investment in such programs.

TEX-SIS Student Follow-Up. Fortworth, Texas: Project Follow-up, Tarrant County Junior College, 1976.

The student information system (SIS) was developed primarily to be utilized by the Texas community and junior colleges. SIS is composed of a series of fourteen data collection devices developed and tested in a multitude of different environments in various colleges across Texas. SIS, is built upon the concept of an educational management information system, it is divided into the following seven subsystems, each with its own instrument(s) and method of processing.

Subsystem I--Student's Education Intent

Subsystem II--Withdrawal Follow-up

Subsystem III--Nonreturning Student Follow-up

Subsystem IV--Graduate Follow-up

Subsystem V--Employer Follow-up

Subsystem VI--Adult and Continuing Education Follow-up

Subsystem VII--State Follow-up Reporting

Tom, Frederick T. K., and Cushman, Harold R. "The Cornell Diagnostic Observation and Reporting System for Student Description of College Teaching" New York: Cornell University, 1975.

The purpose of this form is to allow students to provide information that will assist instructors in improving their teaching. The form requires demographic information about the student in terms of sex, academic standing, and if the course being evaluated is required or elective in nature. Students provide information in relationship to the teaching ability of the instructor, and perceptions of the student related to the progress in the course being evaluated relative to other courses that have been taken at their college or university. The instructor ranks the general teaching objectives utilizing the following instructions:

Read carefully the following seven general teaching objectives for undergraduate courses. Rate each in terms of its importance for this section of your class, using the code that follows:

1. Not important

2. Of no more than minor importance

3. Important

4. Very important

5. Absolutely essential

Circle one:	General Teaching Objectives
1 2 3 4 5	1. Gaining factual knowledge (terminology, classifications, methods, trends).
1 2 3 4 5	2. Learning fundamental principles, concepts, or theories.
1 2 3 4 5	3. Improving logical thinking, problem-solving, and decision-making abilities.
1 2 3 4 5	4. Developing specific psychomotor (manipulative, manual) skills.
1 2 3 4 5	5. Developing a favorable attitude toward the subject matter.
1 2 3 4 5	6. Developing creative (imaginative, inventive, original) capabilities.
1 2 3 4 5	7. Developing skills in organizing ideas and presenting them in written and oral forms.

The computer is then utilized to provide the instructor with a printout that relates these criteria to the appropriate questions on the evaluation form.

Trident Technical College, P.O. Box 10367, Charleston, South Carolina 29411.

This institution utilizes the following format to evaluate its vocational education programming:

Students - from this source information is gathered concerning curriculum, instructor performance and current and past employment status

Employers - information related to students performance, curriculum, and potential needs are gathered from this source

Administrators - provide information related to staff and administrative performance

This system is well suited to Trident Technical College.

Troutman, Frank H.; Breshears, Sarah G.; and Newbery, Jane A. Evaluation of Arkansas Vocational Training Programs in Relation to Economic Development: Part II - Survey of Vocational Schools' Performance, 1969.

This is the second report on a three-part study of Arkansas' vocational training needs as they relate to the State's economic development problems. It was undertaken as a result of widespread recognition, by both public officials and private business leaders, that a more carefully planned strategy for vocational education efforts is necessary if economic growth in Arkansas is to reach its maximum potential.

The results of this study are presented in three reports:

Part I--Occupational Needs and Employment Projections.

Part II--Survey of Vocational Schools' Performance

Part III--Evaluation of Programs and Recommendations.

The objective of this survey was to obtain useful information on the State's existing schools and training programs. It was undertaken to aid in evaluating and improving vocational education, not to find fault or to censure. The results presented in this document are a combination of information from a mail survey of former students, face-to-face contacts with students, teachers, and administrators and interviews with numerous employers.

The procedures followed on this evaluative effort are intended to serve as a guide for continuing appraisal of human resource training programs. It is especially important that a continuing student follow-up system be established.

Ward, Charles F. The State of Accreditation and Evaluation of Postsecondary Occupational Education in the United States. Center for Research and Development Report, no. 12. North Carolina State University at Raleigh, Center for Ocupational Education, 1970.

This document outlines the development, organization, and procedures of the regional, specialized, and governmental accrediting agencies in the United States. The arguments for and against separate accreditation for occupational education are discussed. Because of the rapid growth of occupational education, problems still exist in judging its effectiveness. The discussion concludes with suggestions for future action on the part of all accrediting agencies.

Williamsport Area Community College. Program Evaluation. Williamsport, PA: Williamsport Area Community College, 1980.

This program evaluation system provides procedures and data collection instruments. It contains guidelines, objectives, criteria for evaluation, and implementation strategies. Data are gathered from graduates, graduates who transfer to four-year programs, faculty of four-year institutions to which graduates have transferred, employers of graduates, students who are currently enrolled, and students who are about to graduate. In addition the college also has an instructional evaluation procedure.